DOCUMENT RESUME

ED 221 016 FL 012 664

AUTHOR	Dayley, Jon P.
TITLE	Belizean Creole: Communication and Culture Handbook. Peace Corps Language Handbook Series.
INSTITUTION	School for International Training, Brattleboro, Vt.
SPONS AGENCY	Peace Corps, Washington, D.C.
PUB DATE	79
CONTRACT	ACTION/PC-78-043-1037
NOTE	204p.; For related documents, see FL 012 663-665.
LANGUAGE	English; Belizean Creole
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Basic Skills; *Communicative Competence (Languages); *Creoles; *Cultural Education; Dialogs (Language); Instructional Materials; Language Skills; Learning Activities; Postsecondary Education; *Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS	*Belize; Peace Corps

ABSTRACT

This handbook provides lessons and exercises for Peace Corps volunteers learning to communicate in Belizean Creole. The 41 lessons emphasize such aspects of Belizean culture as asking for directions, talking about personal feelings, introducing people, visiting, when to use Creole, Creole food, and the economy. Each lesson includes a conversation in both English and Creole, activities, a proverb, and a list of new vocabulary words. General suggestions are made for enhancing language learning. This handbook is part of a set which includes a grammar workbook, a teacher's guide, and a glossary. This component focuses on culturally appropriate communication and is designed for use in conjunction with the grammar workbook, which focuses on formal linguistic features. (RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED221016

BELIZEAN CREOLE

Communication and Culture Handbook

by Jon P. Dayley

PEACE CORPS LANGUAGE HANDBOOK SERIES

Developed by The Experiment in International Living
Brattleboro, Vermont
for ACTION/Peace Corps

1979

FL012664

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Peace Corps

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PEACE CORPS

LANGUAGE HANDBOOK SERIES

The series includes language materials in Belizean Creole, Kiribati, Mauritanian Arabic, Setswana, Solomon Islands Pijin, Sudanese Arabic and Tanzanian Swahili.

These materials were developed under the auspices of the Foreign Language Office of The Experiment in International Living's School for International Training.

Project director and editor — Raymond C. Clark

Assistant director and editorial assistant — Arthur A. Burrows

Administrative assistant — Susan McBean

For further information, contact The Experiment Press, Brattleboro, Vermont 05301.

The Experiment in International Living, Inc., prepared this handbook for the U. S. Government under ACTION Contract number 78-043-1037. The reproduction of any part of this handbook other than for such purposes as criticism, comment, news reporting, teaching, scholarship, research, or other "fair use" is subject to the prior written permission of ACTION.

1979

BELIZEAN CREOLE

COMMUNICATION AND CULTURE HANDBOOK

Writer	Jon Dayley
Language Informant	Elona Arnold
Artist	Patrick Moran
Typists	Nancy Hendricks, Susan Leuchter

ACKNOWLEDGEMENTS

I want to express my appreciation and gratitude to a number of people for their contributions in making this work possible. Although my name my name appears on the cover -- and I assume full responsibility for any shortcomings the Belizean Creole Handbooks might have -- it was certainly a team effort. Without the others the job would never have begun, let alone been completed. I want to sincerely thank:

Miss Elona Arnold, who left her home and family in Belize for five months to work in the States as my full-time Creole language consultant. She not only taught me Creole, she also ended up doing much of the typing, and had to put up with me day in and day out.

The Experiment in International Living, whose organization made it all possible, especially the P.C. Language Materials Development Project Staff: Ray Clark, Andy Burrows, Susan McBean, Pat Moran, Susan Leuchter, Nancy Hendricks, and other language material writers: Annie Hawkinson, Thom Heubner, Steve Trussel, Dave Hopkins, Steve Hanchey and Tim Francis.

The Peace Corps, for providing the funds for the project.

Nora Bradley and Brenda Armstrong for reviewing these materials.

Dr. Colville Young, for reviewing these materials and sharing his dissertation with me and letting me copy it, as well as for the wealth of information I gleaned from it.

Mr. Joseph Palacio, for contributing the information on Belize found in Lesson 26, 31-35, 37-41 in the Communication and Culture Handbook.

Victoria, Lucas, and Nicolas for their love, support, encouragement, and patience while the work was in progress.

CONTENTS

Lesson		Page
An Introduction to Language Learning		vii
The Purpose and Design of These Handbooks		xiii
1	How to Greet People	2
2	Sharing Personal Information	6
3	How to Say Things and Ask What They Are Called	10
4	How to Ask for Directions	14
5	How to Ask Time	18
6	How to Ask How Much and How Many	22
7	How to Ask about Ownership	26
8	Talking about Wants and Desires	30
9	How to Talk about Your Feelings	36
10	Trying to Make People Understand	40
11	Talking about the Weather	46
12	Days of the Week and Months of the Year	52
13	Introducing People	56
14	Talking about What People Do	60
15	Catching a Taxi	64
16	Riding on the Bus	68
17	Ordering a Meal in a Restaurant	74
18	Going to the Market	80
19	About Bargaining at the Market	86
20	Going to the Post Office	90
21	Making a Call in the Telecommunications Office	96
22	At the Bank	100

CONTENTS

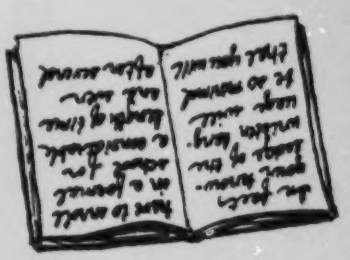
Lesson		Page
23	Body Parts	104
24	Clothing	110
25	Health	116
26	Traditional Cures	122
27	When to Use Creole	126
28	Making Appointments	132
29	Going on a Spree	136
30	Giving a Shout (Visiting)	140
31	The Creole House and Household	144
32	Creole Social Structure	148
33	Creole Food	152
34	Geography of Belize	156
35	Climate and Seasons	160
36	People and Language of Belize	164
37	Economy	168
38	The Districts of Belize	172
39	The Government and the Law	176
40	Social Gatherings and Holidays	180
41	Education	184

An Introduction to Language Learning

Congratulations to all of you who read this. First, congratulations for your acceptance into Peace Corps and second, congratulations for just performing a very complex act -- reading a language. Of course, the language is English and that hardly seems like such a major accomplishment; after all, practically everybody you know can do it. For most of us, using English is like breathing, an involuntary activity, or if we consider it a skill, a skill that has become so natural to us that we have taken for granted the fact that it represents the major intellectual achievement of our lifetimes.

The point, of course, is not that the learning of English is in itself an especially significant accomplishment, but that the learning of a language in either or both its spoken and written forms is the great accomplishment. By being born as human beings we may be programmed to learn language just as we are programmed to walk on only two legs but despite our human inheritance, learning a language still requires time and energy. We don't just happen to learn a language; we do have to work at it, and other people -- chiefly our parents, siblings and play mates -- have to be willing to help.

Although you may no longer have memories of your early struggles to learn English, you can still appreciate the complexity of the accomplishment by considering this: Assume for the moment that you are about to start a language training program that will occupy you 12-14 hours a day, 7 days a week for the next 3 to 5 years, without a break. At the end of your training program you will still not be able to understand radio programs or easily follow a conversation between two adults and practically all books will still seem to be filled with undecipherable squiggles. In fact, your knowledge of the written language will be so minimal that you will now have to enroll in a formal school for a considerable length of time and even after several years of formal schooling you will still be developing your language skills by learning new words, polishing your writing style and trying to read better. That is the sort of language program you enrolled in when you began to learn your native language, English.


...undecipherable squiggles...

All this is not intended to frighten you about the language learning task that lies ahead because learning a second language is going to be easier. Most of you have already encountered a second language and unless that encounter came early in your life while you were still very actively learning your first language, the second encounter was an encounter of a different kind. Some of you may have learned French or Spanish and learned it reasonably well in high school, while others have not had very successful experiences the second time around. Now, as an adult you are being asked to learn a new, second language. Learning a second language is no small task, but neither is it a matter of starting from scratch, as you did when you learned English. So before you take your first steps in your new language, we ask you to take the time to do two things: try to understand the nature of the task ahead of you and try to assess the personal strengths and weaknesses that you bring with you as you start your assignment.

What do you have to do to learn a new language? As you might expect, the answers to this question are as numerous and varied as people are and no two learners' strategies will be exactly the same. This is so important to remember, let's say it again in a different way: we can make many generalizations about the way people learn language, but you are unique and you can only learn in the way that suits you best, not in the way an idealized, generalized member of your species learns.

We have already said that learning a second language is going to be easier. It is going to be faster, too, because you already know a language and you will not have to re-invent one. To be sure, the language you are going to learn is very different from English and you may wonder just how much help your English is going to be. You already know a lot about languages and English in particular, and you can use that knowledge. You already know, for example, that languages have a two-part structure (subject and predicate) and you already know a great deal about what you can and cannot communicate with languages. You know how to do things such as re-phrase a statement for a young child, use a new word in a sentence, ask for meanings, use gestures to re-inforce language, and employ circumlocutions. In short, you have been involved in communication all your life and you are not changing to a new medium, you are just switching channels.

You still may not be convinced that learning a new language is easy; obviously it does require an effort and no one needs to tell you that some people have to make more of an effort than others. We have tried to encourage you to realize that your learning style will not be the same as your fellow

students. If each of us were to draw a language profile of ourselves we would find that our profiles, just like our personalities are different; strong and sharp in some areas, weak and ill-defined in others. The point, however, is not how strong or weak you may be -- or how fast or slow you may be at learning languages -- but rather that you should examine your own profile, find out where you are strong and weak and use that information to capitalize on your strengths and try to accept and even improve on your weaknesses. To help you begin your self-assessment as a language learner, we suggest you give some thought to the following aspects of language learning.

Memorizing. Are you good at memorizing? Obviously, learning a new language requires much more than memorizing a dictionary of that language, but having a good memory will help. The chief way in which it helps of course is in learning new words and phrases so that the right ones come quickly and easily to mind when you need them. When you store something in your mind for later use, put a "tag" on it; relate it to something that is already stored and accessible. When you first encounter a new word, explore it: hear it, say it, see it, feel it, even taste it if you can. Re-cycle your collection. In language learning, using a new expression once is usually not enough. And don't be discouraged if you forget things. Your mind can only handle so much at once and sometimes unused stuff gets thrown out to make room for new things, but even the forgotten words have probably left a trace so that the second time you learn them they may stay longer.

... taste it if you can..

Being receptive. The new language may have some "funny" sounds. Its grammar may be organized differently from English. It may have words that do not translate easily into English and some English words and concepts may not have direct equivalents with the new language. Try to remember that English is only a language and your new language is a language in its own right.

Taking risks. Nearly everything you say will be a mistake and adults do not like to make mistakes, especially in front of other adults. But learning a new language is as much a process of learning what not to say as it is learning what to say. You will have to develop some willingness to go out on a limb and try things and not be upset if the limb breaks.

....go out on a limb...

Being relaxed. Trying too hard, and wanting too much to succeed -- "pressing," as athletes say -- can be a serious problem for a language learner. Sometimes the antidote is a good stiff drink, but there are others. What's yours?

Using the language. Another way of saying this is: practice makes perfect. The more you do something the better you get at it and this is especially true of learning a new skill such as a language. Obviously, one way in which you can get a lot of practice is by taking a full and active part in the classroom. But there are other people in the classroom too, and everybody can't speak at once. However, you can talk to yourself, both in the classroom and out. Subvocalization can be a very useful learning technique.

Being a good listener. Talking is only one communication skill and it's hard to listen when you're talking. But you can mouth somebody else's words and learn from their mistakes and successes as you listen.

Analyzing the new language. Being open and receptive to the new language will get you to first base, but you'll stand a better chance of getting to second (and eventually scoring) if you understand the rules of the game. Linquists make their money by analyzing chunks of language to discover the rules. You don't have to become a professional linguist to learn a language, but it's not a bad idea to become at least an amateur.

...can you become a parrot?

Mimicking. Parrots don't really speak languages, but since they don't have any preconceptions of how a language should sound, they do a reasonably good job of producing human sounds with limited equipment. You can already produce some human sounds but your repertoire is limited to the sounds that exist in English. Can you forget your English and become a parrot?

Empathizing. Being a good parrot may help you acquire the sounds of the new language, but languages are much more than just new sounds. Languages are also a way of ordering and organizing reality and the reality of a speaker of your new language may be somewhat different from the reality of an American. A new language brings with it a culture with its different life-styles and social roles. You may not like all that you find in the new culture, but that is all right. Probably some of the speakers of your new language don't like everything about their own culture, just as you probably don't admire every single aspect of American culture. Part of the thrill of learning a new language is experiencing life from a different perspective. You don't have to sell your soul to the new culture, but a willingness to become bicultural will speed up your efforts to become bilingual.

... viewing life from another perspective..

Being methodical (or developing a method to your madness.) Lots of things are going on when you start a new language. All the new sounds, words, and grammar rules, come at you simultaneously and can be overwhelming. There are text books, reference grammars, dictionaries, phrase books, work

books and tapes containing things you ought to know. In the classroom there are memorization activities, drills, role-plays, free expression and a lot of people listening and watching what you do. Obviously you can't cope with everything simultaneously, and although this language course attempts to present the language in an orderly fashion and although part of your teacher's job is to minimize the confusion, you have to get yourself together too. Although much of your in-class time will be organized by the teacher and the material, you are the person who has the responsibility for organizing your out of class time.

...self-confrontation...

Understanding and accepting your limitations. So far we have pointed out several things to consider as you and your new language confront each other. Learning a new language also involves a certain amount of self-confrontation. You are going to experience successes and failures, excitement and fatigue and countless other emotions. You may have to question your self-image as you compare your progress with your peers and you may seem to come off unfavorably so let us say again that you can only capitalize on your strengths, understand and try to improve your weaknesses and be willing to accept results that may not measure up to your aspirations.

Cooperating and supporting. Much of your schooling up to this point may have been in an atmosphere that was competitive. But in your struggle to learn a new language along with your peers, all those learning skills that helped you pass exams or write acceptable term papers won't be especially helpful in your new learning situation. You are all in the same boat together, and although some people may row faster or harder than you can, you'll go farther and longer as a team. Learning to help and be helped will create an atmosphere in the classroom that will make learning an enjoyable and unforgettable communal experience. And remember too that using a language is a social activity. It takes one to speak and another to listen, whether you're learning the language or using it in fluent conversation.

...all in the same boat...

Now that we have asked you to think about language learning and yourself as a language learner, here's another suggestion that will be well worth the time you put into it. Periodically, issue yourself a "report card" using the topics we have discussed (we have provided a form on the next page). Beside each topic write a few remarks about how you think you're doing. It would also be useful to show your report to a friend or a teacher for their reactions. Do reports at least at the end of the first, third and fifth week of training.

Language Learning Self-Evaluation

Name _____ Date _____ Week# _____

Memorizing:

Being receptive:

Taking risks:

Being relaxed:

Using the language:

Being a good listener:

Analyzing the language:

Mimicking:

Empathizing:

Being methodical:

Understanding and accepting limitations:

Cooperating and supporting:

The Purpose and Design of the Peace Corps Language Handbooks Series

When you use a language you are using a linguistic medium to convey a message. When you learn a new language you are learning to convey new messages on a different channel. Language learning, then, requires you to learn in two dimensions: the medium and the message. At times, your attention may be focused on the medium -- for example, when you try to put the verb in its past tense form, and at times you may be groping for the words that will convey your message. Another way of looking at it is to say that in learning and using a language you are constantly asking yourself "What do I say?" and "How do I say it?"

This material purposefully separates these two dimensions of language learning to allow you to concentrate your attention either on the message or the medium.

The Communication and Culture Handbook focuses on what to say. It presents a number of situations in which you will need certain phrases and words in order to do something. It fulfills a function not unlike that of a traveller's phrase book. Obviously, you will also have to deal with linguistic matters while you are trying to accomplish something. For example, you may have learned the appropriate expression for asking a person for the time, but you may find it expedient to learn other related linguistic features such as how to use the negative to say "I don't have the time" or how to use other pronouns so you can ask if "he or she has the time." But the over-riding purpose of Communication and Culture is to establish classroom acitivities that require you to exchange messages (communicate) in a way that is appropriate to the context (culture).

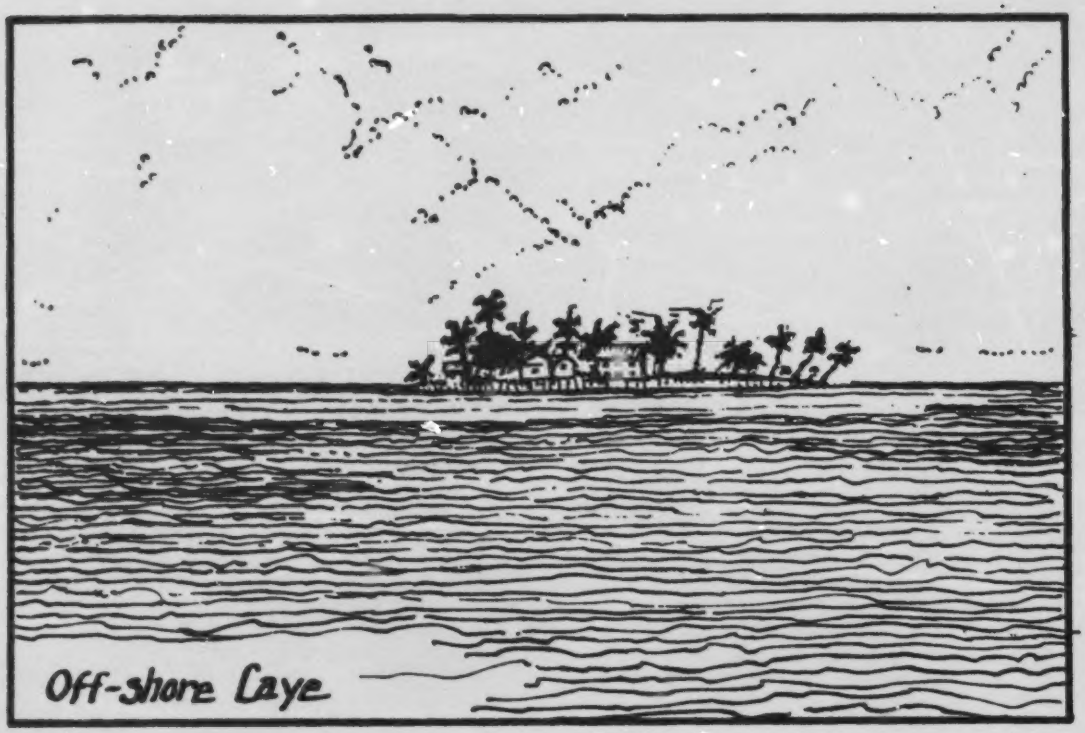
The purpose of The Grammar Handbook is to help you focus your attention on matters such as how to form the past tense or make nouns and adjectives agree or put a string of words together in the proper order. The Grammar Handbook is a kind of grammar book that through explanation, example and practice activities will help you assimilate the linguistic system that holds together the words and phrases of your new language.

Used together, The Communication and Culture Handbook and The Grammar Handbook are two complementary approaches to a basic mastery of the language. You may find that you are more comfortable and successful with one set than with the other, but once again, let us

remind you that everyone learns differently. This language course, by taking these two approaches allows you to capitalize on your strengths. It should be pointed out, however, that it would not be wise to neglect either book. If you studied only with Communication and Culture you might eventually become quite fluent (and colloquial) but ungrammatical -- like the Latin American baseball player who learned his English in the Cleveland Indians' dugout. If you learned only from The Grammar Handbook you might become very knowledgeable about the grammar of the language and even able to read literature but unable to ask a policeman for directions to the nearest bus stop. The two books together will allow you to get a good basis in the language.

In addition to the two basic books, there is a Glossary which should prove to be useful to you both during the training program and after the program when you are continuing to learn Creole on your own. As you continue your study of Creole, you may well discover new words, phrases, idioms and other facts about the language. We invite you to share your findings with us; your information could be most helpful in the event that it becomes necessary to revise or expand these handbooks. For that matter, any kind of feedback would be most welcome. Send it to:

Peace Corps Language Handbook Project
Foreign Language Office
The Experiment in International Living
Brattleboro, Vermont 05301


Off-shore Caye

HOW TO GREET PEOPLE

Lesson One

Objective: to be able to greet people and respond correctly.

Basic Conversation:

A: Hello.
B: Good morning. How are you?
A: So so. And you?
B: I'm surviving.
A: Bye (or I'm going now).
B: I'll see you then.
A: Bye.

Activities:

1. Memorize the dialogue and the accompanying vocabulary list. Be especially careful to become familiar with all of the permutations of 'how are you?', and the various responses.
2. Practice the responses with the teacher asking how you are. Then pair up with another student and greet each other using all of the possibilities.

Suggestions for using the conversation:

Begin a routine of greeting the teacher, other students, and Belizeans you know every day.

Máanin is used up till about 11 a.m. After 11 a.m. people say gud dee or aftanúun. Then beginning about 4 p.m., they say íivnin until about 7 p.m. Some people, especially older people and people in the country, may start to say íivnin as early as 11 a.m. Around 7 p.m. people use nait or náitnait as a greeting--not upon taking leave as 'good night' is used in English. 'Good afternoon' is not common in Creole in the country, although it is known. A gwain nou or A gwain den literally means 'I am going now (or then)', but is the most common way for saying 'good bye'. Bumbái is not used much in Belize City but is common in the country. Tatá is most often used with children but can be used with adults as well.

HOU FI GRIIT PIPL

Lesn Wan

Béesik Kanvaséeshan:

A: Helóo.
B: Máanin. Da hou?
A: Sóso. An yu?
B: A di srváiv.
A: A gwain nou.
B: A wan si yu den.
A: Tatá.

Nyuu Wod (New Words):

helóo	'hello'	áarait	'alright'
máanin/máaning	'good morning'	haaf an a haaf	'half and a half/ not too bad'
gud dee	'good day'	A di mek an.	'I'm making it.'
íivnin/íivning	'good evening'	sóso	'so so/not too bad'
nait	'good night'	A di srváiv	'I'm surviving'
náitnait	"	gud	'good'
tatá	'good bye'	óokee	'O.K.'
babái	"		
bumbái	"	jos fain	'just fine'
		póoko-póoko	'so so/not too bad'
Da hou yu du?	'How are you?'	no tu bad	'not too bad'
Hou yu du?	"		
Da hou yu?	"	no tu gud	'not too good'
Hou yu?	"	A di fait an.	'I'm fighting it/ I'm getting along.'
Da hou?	"		
Hou?	"	káina wee	'kind of way: so so, not too bad and not too good'
Da hou yu di du?	'How are you doing?'		
Hou yu di du?	"		
Da hou di du?	"		
Hou di du?	"		

Supplementary Conversation:

A: Hello.
B: Good afternoon (or evening). How are you?
A: I'm making it. And you?
B: I'm fighting it. How's everybody?
A: Everybody's all right except for my sister.
B: What's the matter with her?
A: She's got the flu.
B: Oh my! I'm sorry to hear that.
I hope she gets better soon.
A: O.K. then. I'll see you some other time.
B: Bye.

Activities:

Memorize this dialogue and continue practicing greetings with the teacher and other students.

We du an? is an idiom meaning 'what's the matter with him (her, it)?' You can also say, for example:

We du mi?	'What's the matter with me?'
We du yu?	" " " " "
We du yu bréda?	'What's the matter with your brother?'
We du yu mumá?	" " " " " mother?'
We du unu?	" " " " " you all?'
We du den?	" " " " " them?'

Proverb:

It's a fool talking but it's not a fool listening.

Meaning: Don't try to pull the wool over someone's eyes who already knows about the topic or situation.

Sóplimechri Kanvaséeshan:

A: Heló́o.
B: Íivnin. Da hou yu du?
A: A di mek an. An yu?
B: A di fait an. Hou ébribadi íina di fáamli du?
A: Ébribadi áarait sep fi mi sistá.
B: We du an?
A: I ga di fluuz.
B: Oo mai! A sári fi yer dat.
A hoop i ge béta suun.
A: Ó́okee den. A wan si yu neks taim.
B: Bumbái.

Nyuu Wod

a	'I'	mek	'make'
mi	'my / me'	si	'see'
yu	'you / your'	du	'do'
i	'he / she / it'	ga	'have'
ébribadi	'everybody'	yer	'hear'
dat	'that'	hoop	'hope'
den	'then'	sári	'sorry'
we	'what'	sistá	'sister'
sep/sepm	'except'	neks taim	'next time/ some other time'
heel	'hail, greet'		
fluuz	'flu'		

Praváb:

Da fuul di taak bot da no fuul di lisn.

SHARING PERSONAL INFORMATION

Lesson Two

Objective: to be able to share personal information about your name, age, where you are from, and what you are doing.

Basic Phrases:

How are you?
I am _____.
What's your name? (What are you named?)
My name is _____. (I am named _____.)
Where do you come from?
I come from _____.
Where were you born?
I was born in _____.
How old are you?
I am _____ years old.
Where are you going?
I am going to _____.
What are you doing?
I am _____-ing.
What's the matter with you?
I _____.

Activities:

1. Listen to the instructor say the phrases filling in the blanks with appropriate information.
2. With the instructor and other students practice answering and asking the questions filling in the blanks appropriately. The instructor will help you with vocabulary if you need it.
3. Memorize all of the phrases and new words.
4. Replace yu in the phrases with yu fren 'your friend', and a with i 'he/she/it.' Then, replace yu with únu 'you all' and a with wi 'we'.

Suggestions for use:

Begin asking Belizeans you meet what their names are, how old they are, where they were born, and so on.

SHÉA PÁSNAL INFAMÉESHAN

Lesn Tuu

Béesik Freez:

Da hou yu du?
A _____.
Da we yu neem?
A neem _____.
Da we yu kom fram?
A kom fram _____.
Da we yu baan?
A baan da _____.
Da hou ool yu?
A _____ yaaz ool.
Da we yu gwain?
A gwain da _____.
Da we yu di du?
A di _____.
Da we du yu (dyu)?
A _____.

Nyuu Wod

da hou/hou	'how'	du	'do'
da we/we	'what/where'	neem	'be named/name'
fram/fan	'from'	kom	'come'
da	'in/at/to'	baan	'be born'
ool/ol	'old'	gwain	'be going'
yaaz/yéa(z)	'years'	taak	'talk'

All question words in Creole may optionally be preceded by da.
Examples:

we or da we	'what/where'	huu or da huu	'who'
hou or da hou	'how'	wai or da wai	'why'
wen or da wen	'when'	etc.	

See Lessons 6 and 14 in the Grammar Handbook.

Supplementary Conversation:

Belizean: Hello. How are you?
PCV: Not too bad. And you?
Belizean: I'm making it. What's your name?
PCV: My name is George. And yours?
Belizean: My name is Pappy. Where do you come from?
PCV: I come from the States. And you?
Belizean: From right here, I was born here in Belize City. Who is that with you there, and what's his name?
PCV: That's my friend. His name is Harry.
Belizean: Does he come from the States too?
PCV: Yea, he was born in California just like me.
Belizean: How old are you and how old is he?
PCV: I am twenty years old and he is twenty-three.
Belizean: Well, it was nice to talk with you all. I am going now, bye.
PCV: Take care, man, bye.

Activities:

1. Study the conversation and memorize the new words.

2. Dramatize the dialogue in pairs with the instructor or other students. Change the names, sexes, places, ages, and so on, to fit your own situation.

In this lesson you have encountered mi, the past tense particle, and di, the progressive aspect particle. See Lessons 21 and 22 in the Grammar Handbook.

Proverb:

Never call alligator 'big mouth' until you have already crossed the river.

Meaning: Don't abuse those who can hurt you until you are out of their reach.

Sóplimenchri Kanvaséeshan:

Bilíizian: Helóo. Da hou yu du?
PCV: No tu bad. An yu?
Bilíizian: A di mek an. We yu neem?
PCV: A neem Jaaj. An yu?
Bilíizian: A neem Papí. We yu kom fram?
PCV: A kom fram di Steets. An yu?
Bilíizian: Fram rait ya, a baan ya da Bilíiz Síti. Da huu dat wid yu de an we i neem?
PCV: Dat da mi fren. I neem Harí.
Bilíizian: I kom fram di Steets tu?
PCV: Yaa, i baan da Kalifóonya jos laik mi.
Bilíizian: Da hou ool yu an da hou ool hin?
PCV: A twéni yaaz ool an hin twéni-chrii.
Bilíizian: Wel, i mi nais fi taak wid únu. A gwain nou, bumbái.
PCV: Tek kyaa, man, babái.

Nyuu Wod:

no	'not/don't/doesn't	jos	'just'
di	'the'	laik	'like'
wid	'with'	rait	'right'
de	'there'	nais	'nice'
ya	'here'	tek	'take'
da	'be/am/is/are'	hin	'he/him/his'
únu	'you all'	kyaa/ kee/keer	'care'
sotée	'until'	huu/da huu	'who'

Praváb:

Néva kaal haligéta 'big mout' sotée yu don kraas di ríba.

HOW TO SAY THINGS AND ASK WHAT THEY ARE CALLED

Lesson Three

Objective: to be able to ask what things are called and how to say things.

Basic Conversation:

Babsie:	Hello, Mary. How are you?
PCV Mary:	Not too bad, and you?
Babsie:	So so. Do you want some 'makóobi' seeds?
Mary:	I don't know. What are they?
Babsie:	They're 'pepíitos'. Do you know what 'pepíitos' are?
Mary:	No. I still don't know what they are.
Babsie:	They are pumpkin seeds that are toasted with salt and water.
Mary:	Oh yes, I know what they are. Give me some, please.

Activities:

1. Memorize the dialogue and the new words and phrases.
2. Use the new phrases such as 'What's that' to build a short vocabulary of food items.

Suggestions for use:

Begin asking people what things are or what they are called.

Reference:

In the conversation pach 'parch' is used in the passive voice. See Lesson 30 in the Grammar Handbook for the passive voice construction in Creole.

HOU FI SE TING AND AKS WE DEN KAAL

Lesn Chrii

Béesik Kanvaséeshan:

	Babzí:	Helóo, Meerí. Da hou?
PCV	Meerí:	No tu bad, an yu?
	Babzí:	Póoko-póoko. Yu waan makóobi siid?
	Meerí:	A no noo. We dat?
	Babzí:	Den da pepíitos. Yu noo da we pepíitos?
	Meerí:	Noo. A still no noo we dat.
	Babzí:	Den da pónkin siid we pach wid saal an waatá.
	Meerí:	Oo yes, a noo da wat. Gi mi som, pliiz.

Nyuu Wod:

noo	'no' (in answer to a question)			pach	'parch/ toast'
noo	'know'	wat	'what'	waatá	'water'
waan	'want'	siid	'seed(s)'	saal	'salt'
som	'some'	pónkin	'pumpkin'	gi	'give'

Da we dat?	'What's that?'
Da we yu kaal an?	'What do you call it/them?'
Da we den kaal an?	'What do they call it/them?'
Da we i kaal?	'What's it called?'

Supplementary Conversation:

Mary: Babsie, I have never heard that word 'makóobi' before. What does it mean?
Babsie: It means 'jengjeng' or 'kabánka'. Haven't you ever had 'jeng-jeng' or kabánka', Mary?
Mary: I don't know. I don't know what you are talking about.
Babsie: Those words mean that you have love worries. What do they call it in the States?
Mary: I don't know. We don't have a special word for that. We just say love sickness.

Activities:

Study the supplementary dialogue well and memorize the new words.

Suggestion for use:

Continue asking people what things are called and when you hear new words you don't understand ask what they mean.

Proverb:

Burnt fire-wood is not hard to light.

Meaning: It's not hard for old friends or lovers to make up.

Sóplimenchrii Kanvaséeshan:

Meerí: Babzí, a néva yer da wod 'makóobi' bifóo.
We dat miin?
Babzí: I miin jengjéng ar kabánka.
Yu néva ga jengjéng ar kabánka, Meerí?
Meerí: A no noo. A no noo we yu di taak bout.
Babzí: Den wod de miin dat yu ga lov wóriz.
We den kaal an da Steets?
Meerí: A no noo. Wi no ga wan speshál wod fi dat.
Wi jos se 'love sickness'.

Nyuu Wod

den...de/dende	'those'	kaal	'call'
bifóo	'before'	miin	'mean'
bou(t)	'about'	taak	'talk'
den	'they/them/their'	se	'say'
íina	'in/into'	wóriz	'worries'
wan	'a/an'	makóobi	'love sickness'
fi/fu/fo	'for/of/to'	jengjéng	" "
jos/jis	'just'	kabánka	" "
ar	'or'	krisisífilo/ krisísilo	'extreme love sickness'

Praváb:

Bon fáya wud no haad fi kech.

HOW TO ASK FOR DIRECTIONS

Lesson Four

Objective: to be able to ask for directions and understand the answers.

Basic Conversation:

George: How are you, Pappy?
Could you tell me where I can find a good, cheap hotel?
Pappy: Well, let me think....
You have the Mopan Hotel which isn't too bad.
It's nice and clean.
George: Where is it (that)?
Pappy: You know where the swinging bridge is, right? You cross it, then you take a sharp left turn onto Regent Street. From there you walk down past about 6 lanes (blocks), and it's right there on your right.
George: Thanks, man.
Pappy: That's all right, boy.

Activities:

1. Study the dialogue and memorize the vocabulary.

2. Use a map of Belize City to practice giving directions similar to the dialogue.

Suggestions for use:

After class ask 2 or 3 Belizeans directions, e.g. where the hospital, post office, and telecommunications office are.

Reference:

For the distinction between the equating verb da 'be' which you learned in Lesson 2 and the locative verb de 'be' presented in this lesson, cf. Lessons 14 and 15 in the Grammar Handbook. Also study Lesson 16.

HOU FI AKS FI DÁIREKSHAN

Lesn Foo

Béesik Kanvaséeshan:

Jaaj: Da hou, Papí? Yu ku tel mi we a ku fain wan gud chiip hotél?
Papí: Wel, mek a tink... Yu ga di Mopán Hotél we no tu bad. I nais an kliin.
Jaaj: We dat de?
Papí: Yu noo we di swing brij de, rait? Yu kraas an, den yu tek wan shaap lef ton fina Ríijent Schriit. Fram de yu waak dong paas bou 6 leen, an i de rait de pan yu rait.
Jaaj: Tanks, man.
Papí: Dat áarait, bwai.

Nyuu Wod:

ku	'could, can'	tel	'tell'	fain	'find'
		ton	'turn'	gud	'good'
mek	'make, let...'	schriit	'street'	chiip	'cheap'
tu	'too'	shaap	'sharp'	tink	'think'
dong	'down'	paas	'past'	nais	'nice'
pan	'on/upon'	waak	'walk'	kliin	'clean'
lef	'left'	bwai	'boy'		
kraas	'cross'	de	'be (in some place)'		

leen means 'lane' or 'block' in Creole. Normally, when counting blocks leen is used not 'block'.

bwai 'boy' is a familiar form of address among boys or men. It doesn't have the derogatory connotations in Creole as it may have in English. Man is also a very common form of address, more so than in English, and it is used with women as well as men.

Supplementary Conversation:

Babsie: What's going on, girl?
Mary: Nothing much. I am trying to get to Cayo. But I don't know where to catch the bus. Where is the bus station?
Babsie: Then let me tell you. Walk across the swinging bridge, and go down Albert Street to the first lane. Then turn right there, and walk up past several lanes until you reach the second bridge called Pound Yard Bridge. The bus station is right there on your left. Do you understand?
Mary: I think so. Thank you.
Babsie: O.K. then. I'll see you.

Activities:

1. Memorize the new words and study the dialogue.

2. Use the sentences below to practice brief conversational exchanges based on the dialogue and a map of Belize City.

A: Where is the _____?
B: Let me see, _____. Do you understand?
A: I think so. (Repeats the directions). Is that right?
B: Yes/No.

Proverb:

Full belly tells empty belly, 'keep heart brother'.

Meaning: It's easy to talk about being courageous when you are well off.

Sóplimenchrii Kanvaséeshan:

Babzí: We di go aan, gyal?
Meerí: Notn moch. A di chrai fi ge da Káayo.
Bot a no noo we fi kech di bos.
We di bos stéeshan de?
Babzí: Den mek a tel yu.
Waak kraas di swing brij, an go dong Álbat Schriit da di fos leen. Den ton rait de, an waak op paas sévral leen til yu ge da di sékan brij kaal Pong Yaad Brij. Di bos stéeshan de rait de pan yu lef.
Yu andatán?
Meerí: A tink so. Tank yu.
Babzí: Óokee den. A wan si yu.

Nyuu Wod:

notn	'nothing'	gyal	'girl'
moch	'much'	chrai	'try'
bot	'but'	kech	'catch, reach'
sévral	'several'	kraas	'cross, across'
fos	'first'	waak	'walk, go'
sékan	'second'	bos	'bus'
yaad	'yard'	pong	'pound'
go aan/gwaan	'go on'	andatán /andastán	'understand'
ge	'get'	da	'at, to, in'

Da we i de? 'Where is it (he/she)?'
Da we yu de? 'Where are you?'
Da we den de? 'Where are they?'

Reference:

Di in di go aan 'is going on' is the progressive aspect particle meaning 'be doing'. Cf lesson 22 in the Grammar Handbook.

Praváb:

Ful béli tel émti béli 'kip haat bredá'.

HOW TO ASK TIME

Lesson Five

Objective: to be able to ask and tell time.

Basic Conversation:

A: I have to go see the doctor today.
B: Is that right?
What time is your appointment?
A: It's at 4 o'clock.
What time do you have now?
B: I have 10 to 4.
You better hurry, man, because you'll be late.
A: O.K. I'm going right now.
B: I hope you get (there) on time.

Activities:

1. Practice the dialogue.

2. Practice the dialogue using different time expressions and use a different word for 'doctor'.

3. Practice asking and giving the time with the following sentences:

A: Húmoch aklák?
We taim yu ga?
Húmoch aklák yu ga?

B: Da _____ aklák.
Da kwáata paas _____.
Da haaf paas _____.
Da kwáata tu _____.

Suggestions for use:

Get in the habit of saying the time to yourself in Creole every time you see a clock or look at your watch.

HOU FI AKS DI TAIM

Lesn Faiv

Béesik Kanvaséeshan:

A: A háfu go si di dákta tidé.
B: Fi chruu?
Humóch aklák da yu apáintment?
A: Da foo aklák.
We taim yu ga nou?
B: A ga ten tu foo.
Yu béta hóri, man, kaaz yu wan leet.
A: Óokee den, a gwain rait nou.
B: A hoop yu ge pan taim!

Nyuu Wod:

háfu/áfu/ háftu	'have to'	fi chruu	'really?/ is that right?'
aklák	'o'clock'	nou	'now'
kaaz/ka	'because'	leet	'late'
béta	'better'	wan	'one'
taim	'time'	tuu	'two'
apáintment	'appointment'	chrii	'three'
dákta	'doctor'	foo	'four'
hóri	'hurry'	fai(v)	'five'
we taim	'what time'	siks	'six'
húmoch	'how much/how many'		

Húmoch aklák?	'What time is it?'
Da chrii aklák.	'It's 3 o'clock.'
Da kwáata tu chrii.	'It's quarter to 3.'
Da tuu fáati-faiv.	'It's 2:45.'
Da kwáata paas chrii.	'It's quarter past 3.'
Da chrii fíftiin.	'It's 3:15.'
Da haaf paas chrii.	'It's half past 3.'
Da chrii tóti.	'It's 3:30.'

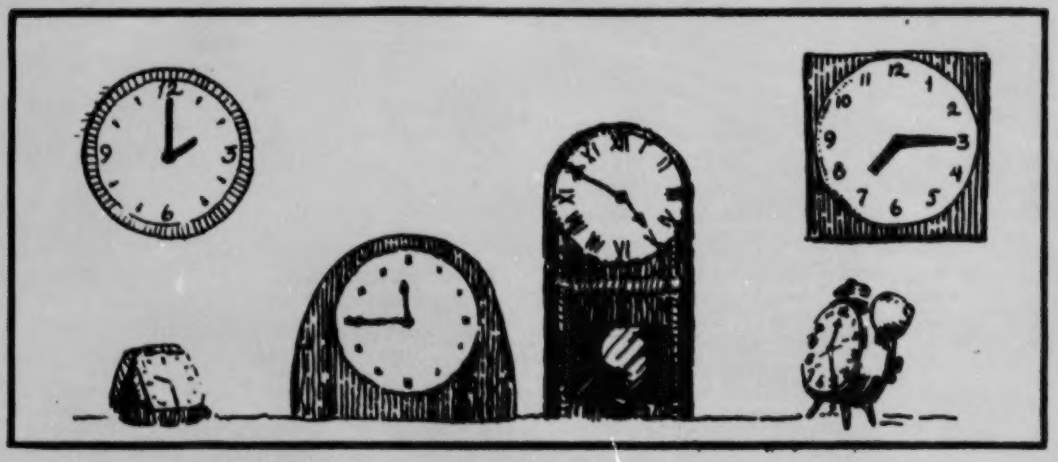
Supplementary Conversation:

Pappy: Do you want to go to a dance this weekend?
Babsie: Yup. What time will it be? ...
Because I have to work Saturday.
Pappy: About 10 o'clock,
but you don't have to get there (at) ten.
Babsie: All right then.
I'll go if you come for me.
Pappy: What time do you want me to come?
Babsie: Say about 11:30.
Is that a good time for you?
Pappy: Yes, man, that's fine with me.
Babsie: So, I'll see you then.
Pappy: All right, bye.

Activities:

1. Study the dialogue. Then practice the last 5 lines, using different times.

2. Ask and give the time using the clocks below:



Proverb:

He/She wants to be at every social gathering.

Meaning: He/She wants to do everything, not missing out on anything.

Sóplimenchri Kanvaséeshan:

Papí: Yu waan go da wan bram dis wiikén?
Babzí: Yap. We taim i wan de? ...
Kaaz a háfu wok Sátide.
Papí: Bou ten aklák,
bot yu no háfu ge de ten.
Babzí: Áarait den.
A gwain ef yu kom fu mi.
Papí: We taim yu waan a kom?
Babzí: Se bout ilévm tóti.
Dat da gud taim fi yu?
Papí: Yes, man, Dat fain fi mi.
Babzí: So, a wan si yu den.
Papí: Áarait. Tatá.

Nyuu Wod:

dis	'this'	sebm/sevm	'seven'
ef	'if'	eet	'eight'
se	'say'	nain	'nine'
wok/wrk	'work'	ten	'ten'
bram	'dance/party in high spirits'	ilébm/ilévm	'eleven'
		twelv	'twelve'
fain	'fine'	ówa	'hour'
Sátide	'Saturday'		

Praváb:

Ebri katatík lik i waan de.

HOW TO ASK HOW MUCH AND HOW MANY

Lesson Six

Objective: to be able to ask how much and how many, and understand the numbers.

Basic Conversation:

Junior: Boy, Kenny, do you want (us) to go play marbles?
Kenny: O.K. then. Do you have any marbles?
Junior: Yes, but I don't think I have enough. Do you have any?
Kenny: I have some. How many do you have?
Junior: I have 22 here. How many do you have there?
Kenny: 30. That's enough to play what we want. Is that O.K. with you?
Junior: Yup. Let's go then so we can start right now.

Activities:

1. Study the dialogue and the new words.

2. Practice the exchange below using items such as a bag of marbles, or coins.

   A: Húmoch _____ yu ga?

   B: A ga _____ _____.

Suggestions for use:

Try playing a game that requires counting. For example: card games, ping pong, Monopoly.

HOU FI AKS HÚMOCH

Lesn Siks

Béesik Kanvaséeshan:

Juuní: Bwai, Kentí, yu waan wi go plee maabl?
Kentí: Óokee den. Yu ga maabl?
Juuní: Yes, bot a no tink a ga lat.
Yu ga?
Kentí: A ga som. Húmoch yu ga?
A waan noo so wi ku plee dífrant geem.
Juuní: A ga tweni-tuu ya. Da húmoch yu ga de?
Kentí: Tóti. Dat nof fi plee we wi waan.
Dat óokee fi yu?
Juuní: Yap. Mek wi go den so wi ku taat rait nou.

Nyuu Wod:

ya	'here'	tŕtiin	'thirteen'
de	'there'	fóotiin	'fourteen'
yap	'yes, yup'	fíftiin	'fifteen'
lat	'lot'	síkstiin	'sixteen'
nof	'enough'	sébmtiin/ sémtiin/sévmtiin	'seventeen'
plee	'play'		
maabl	'marble'	éetiin	'eighteen'
dífran(t)	'different'	náintiin	'nineteen'
geem	'game'	twéni	'twenty'
húmoch/ da húmoch	'how much/ how many'	taat/staat	'start'

Supplementary Conversation:

Clerk: Are you getting served, Miss?
Girl: Not yet.
Clerk: What do you want then?
Girl: I want to know how much that dress is.
Clerk: Only 25 dollars. Do you want it?
Girl: No. I don't have enough money for it.
Clerk: How much money do you have then?
Girl: Just $19.00.
Clerk: Give me that then.
Girl: Thank you very much, Sir.
Clerk: That's O.K. Thank you, too.

Activities:

1. Study the dialogue and the new words and phrases.

2. Practice variations on the dialogue with other items and amounts up to $100.

3. Practice the exchange below using substances such as coffee, sugar, milk, etc.

   A: Húmoch _____ yu ga?

   B: A ga wan lat.
      plénti.
      wan lii bit.
      som.

Note that the titles of address Mis, Mísiz and Mísa are commonly used with first names in Creole, not just with last names as in English: e.g. Mis Méeri, Mísiz Báabara, Mísa Bil. Mis is used with both unmarried and married women. Mísiz is considered quite formal.

The verb waan 'want' has a second form waant which is only used before the pronouns an and it. The preposition far is a special form of fi (or fu or fa or fo) also used before an or it.

Proverb:

If you can't get Harry you better get his shirt.
Meaning: Take what you can get.

Sóplimenchri Kanvaséeshan:

Klaak: Yu di git saav, Mis?
Gyal: No yet.
Klaak: We yu waan den?
Gyal: A waan noo húmoch fi da frak de?
Klaak: Óonli twéni-fai dála far an. Yu waant an?
Gyal: Noo. A no ga nof moní fi dat.
Klaak: Húmoch moní yu ga den?
Gyal: Jos náintiin dála.
Klaak: Gí mi dat den.
Gyal: Tank yu véri moch, Sa.
Klaak: Dat óokee. Tank yu tu.

Nyuu Wod:

Húmoch i kaas?	'How much does it cost?'
Húmoch far (or fi or fu) an (or it)?	'How much is it?'
Húmoch fi den?	'How much are they?'

git/ge	'get'	tóti/tŕti	'thirty'
saav	'serve'	fáati	'forty'
frak	'dress'	fífti	'fifty'
da...de/dátde	'that'	síksti	'sixty'
óonli/ónli	'only'	sébmti/sémti	'seventy'
dála/dálaz	'dollar(s)'	éeti	'eighty'
far/fi/fu	'for/of/to'	náinti	'ninety'
Mis	'Miss/Mrs./Ms.'	(wan) hónjrid	'(one) hundred'
Mísiz	'Mrs.'		
Mistá	'Mr. (used to call someone)'		
Mísa	'Mr. (used before a name)'		
Sa	'Sir'		
Ma	'Ma'am'		

Praváb:

Ef yu kyaan ge Harí yu béta ge i shot.

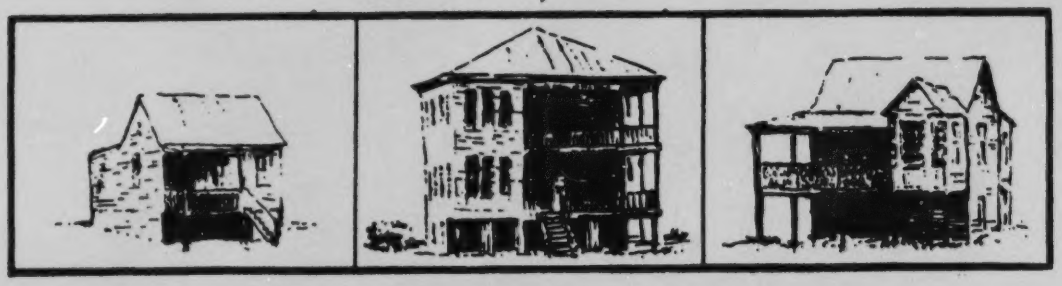
HOW TO ASK ABOUT OWNERSHIP

Lesson Seven

Objective: to be able to ask whose things are, who owns things.

Basic Conversation:

Mary: Babsie, whose are those two big houses over in that yard?
Babsie: Those are my aunt's husband's. Do you know him?
Mary: I think so.
Well then, who owns the one he lives in now?
Babsie: That one is his too. He has three houses in all.
Mary: That's good, then.
He must be rich if he has three houses. What do you say?
Babsie: Well, I don't know.
Houses are just like young babies, every minute something happens to them.



Activities:

1. Study the dialogue and the new words and phrases.

2. Using articles in the classroom (pens, pencils, books, etc.) practice the following pattern:

   Da húfa dat?

   Da fi (mi, yu, an, hin, shii, wi, únu, den).

Reference:

Study Lessons 4 and 11 in the Grammar Handbook on possessive pronouns and nouns.

HOU FI AKS BOUT ÓONASHIP

Lesn Seben

Béesik Kanvaséeshan:

Meeri: Babzi. húfa den tuu big hous óova da yaad de?
Babzi: Dénde da fi mi aantí hózban. You noo an?
Meeri: A tink so.
Wel den. huu oon da wan we i liv üna nou?
Babzi: Da wan da far an tu. I ga chrii hous ináal.
Meeri: Dat gud den.
I mósi rich ef i ga chrii hous. We yu se?
Babzi: Wel. a no noo.
Hous jos laik yong beebí. évri mínit sontíng hapm tu den.

Nyuu Wod:

oon	'own'	liv	'live'
óona	'owner'	hous	'house'
óonaship	'ownership'	yaad	'yard'
Da húfa 'húfa/	'whose'	aanti	'aunt'
Da huu..fa/		hózban	'husband'
huu..fa		yong	'young'
Húfa dat?	'Whose is that?'	beebí	'baby'
Da húfa dat?	" "	sontíng	'something'
Huu dat fa?	" "	hapm	'happen'
Da huu dat fa?	" "	mínit	'minute'
Da fi mi.	'It's mine.'	óova	'over'
Da fi yu.	'It's yours.'	tu	'to'
Da fi wi.	'It's ours'.	mósi	'must, it's probable that'
Da fi mi bréda.	'It's my brother's'.		

Supplementary Conversation:

A: Whose is that pretty baby you have there?
B: Well, look at her, and tell me who she belongs to.
A: I don't know but I'll guess. It's your niece, right?
B: You guessed right but you still didn't say who the mother or father is.
A: Let me see... She's your brother's?
B: No, man. She's not my brother's.
A: She must be your sister's then.
B: Yes, she's my oldest sister's.

Activities:

1. Memorize the dialogue and the new words.

2. Every person should show and describe family photographs.

Note that there are two modal particles corresponding to 'must': mos and mósi. However they do not mean the same thing. Mósi means 'it's probable that...' or 'it's likely that...'; while mos means 'it has to be that...' or 'without a doubt it's...'. If you reflect a moment you will see that the English modal 'must' is ambiguous with respect to these two different meanings. Creole has alleviated this ambiguity by creating two separate words. See Lesson 31 in the Grammar Handbook.

Proverb:

Tiger is skinny but his shit is tough.

Meaning: Don't judge a book by its cover, or don't be fooled by appearances.

Sóplimenchri Kanvaséeshan:

A: Da húfa da príti beebí yu ga de?
B: Wel, luk pan an, an tel mi huu i biláng tu.
A: A no noo bot a wan ges. Da yu niis, rait?
B: Yu ges rait bot yu stil néva se huu da di ma ar pa.
A: Mek a si... Da fi yu bredá?
B: Noo, man. Da no fi mi bredá.
A: Da mos fi yu sistá, den.
B: Yes, da fi mi óolis sistá.

Nyuu Wod:

biláng tu	'belong to'	ma	'mother'
luk pan	'look at'	pa	'father'
ges	'guess'	niis	'niece'
mos	'must, have to'	bredá	'brother'
óolis/ólis/ ooldis	'oldest'		

Praváb:

Táiga máaga bot i kaká táari.

TALKING ABOUT WANTS AND DESIRES

Lesson Eight

Objective: to be able to express wants and desires and ask others about theirs.

Basic Phrases:

What do you want?
I want _____.
I don't want (a/any) _____.
Do you want _____?
Don't you want (a/any) _____?

What do you want me to do?
I want you to _____.
I don't want you to _____.
Do you want me to _____?
Don't you want me to _____?

Activities:

1. Listen to the instructor say the phrases, filling in the blanks.

2. Each student can state what he/she wants or doesn't want. Then students can pair up asking each other about wants. Use objects in the immediate environment for props.

3. Replace waan with niid and then dizáya. Replace yu and a with i. Then, replace yu with únu and a with wi.

Suggestions for use:

Use the contents of your purse or wallet to practice these phrases with a friend. In addition to 'want', use verbs like 'have', 'give', and 'take'.

TAAK BOUT WAANT AN DIZÁYA

Lesn Eet

Béesik Freez:

Da we yu waan?
A waan _____.
A no waan noo _____.
Yu waan _____?
Yu no waan noo _____?

Da we yu waan mi fi du?/Da we yu waant a du?
A waan yu (fi) _____.
A no waan yu (fi) _____.
Yu waan mi fi _____?/Yu waant a _____?
Yu no waan mi fi _____?/Yu no waant a _____?

Nyuu Wod:

waan/waant	'want'	we wan	'what one'
niid	'need'	wich wan	'which one'
dizáya	'desire'	noo	'no, any'

In responding to a question that requires a 'yes' or 'no' answer, e.g.

Yu waan wan jrink?

the forms of the complete sentence answers are:

Yes, a waan wan jrink.
Noo, a no waan noo jrink.

There are shorter answers of course, such as simply yes or noo, or

Yes, a waan wan.
Noo, a no waan non.

See Lessons 7 and 29 in the Grammar Handbook.

Supplementary Conversation I:

Policeman: Boy, come here and tell me what you are crying for.
Boy: I lost my way.
Policeman: Well, do you want me to take you home?
Boy: No, Sir.
Policeman: What do you want me to do then?
Boy: I want you to take me to school.
It was to school I was going but I got lost.
Policeman: That's nothing then. Get on the motorcycle, let me take you.
Boy: Thank you, Sir. If I hadn't seen you, I don't know what I would have done.
Policeman: That's my duty, Sir.

****

Policeman: O.K. now, bye.
Boy: Thank you again, Sir.

Activities:

1. Study the conversation and memorize the new words.

2. Break up into groups of 3 or 4.
Then using familiar objects like:

cigarettes	pencil	coffee	envelope
matches	paper	sugar	letter
ashtray	eraser	cream	stamp

ask each other what each one wants and doesn't want, as well as what each one has or doesn't have. For example:

A: We yu waan?
B: A waan wan mach. Yu ga wan?
A: Noo, a no ga noo mach. Yu ga wan?
C: Yes, a ga wan, bot a niid wan sigarét. Yu ga wan?

Sóp1imenchri Kanvaséeshan I:

Políisman: Bwai, kom ya an tel mi we yu di baal fa.
Bwai: A laas mi wee.
Políisman: Wel, yu waan a ker yu hoom?
Bwai: Noo, Sa.
Políisman: We yu waan mi fi du den?
Bwai: A waan yu ker mi da skuul.
Da skuul a mi gwain bot a ge laas.
Políisman: Dat da notn den, bwai. Ge pan di motosáikl, mek a ker yu.
Bwai: Tank yu, Sa. Ef a néva si yu a no noo we a mi wan du.
Políisman: Dat da mi júuti.

****

Políisman: Óokee nou, babái.
Bwai: Tank yu agén, Sa.

Nyuu Wod:

baal	'cry'	hoom	'home'
laas	'lose/lost'	skuul	'school'
ker	'carry/take'	notn	'nothing'
júuti	'duty'	agén	'again'
ga	'have'	néva/ néba	'never/don't ever/didn't/ hadn't ever'

Activities:

1. Study the conversation and memorize the new vocabulary.

2. Translate the conversation into English. Ask the instructor about anything you don't understand.

Reference:

Study Lesson 5 on reflexive pronouns in the Grammar Handbook, and also Lesson 28 on imperatives with mek.

Proverb:

Softly, softly tiger catches monkey.

Meaning: It's best to go slow and wait carefully for the right opportunity, in order to succeed.

Sóplimenchri Kanvaséeshan II:

Papí: Jaaj, bwai, gud wail no si yu. Da hou yu du, man?
Jaaj: No tu bad, bwai. Jos di chrai fi fait laif ya laik évribadi. Da hou yu du yusélf?
Papí: Káina wee, bot rait nou a waan wan nais piis a keek wid som aiskríim fi iit.
Jaaj: Jos dat yu waan, bwai? Kóngo wid mi, mek a bai an fi yu so yu ku fiil béta. Óokee?
Papí: Shoo. Mek wi go so a ku ge rid a dísya dizáya. Tank yu so moch, bwai, fi dis greet help.
Jaaj: Dat da notn. A fiil gud wen a ku pliiz sombadí fi di dee.
Papí: Wel, yu shoor di du dat.

Nyuu Wod:

gud wail	'a good while/it's been a long time'	chrai	'try'
kóngo/kúngo	'come on/let's go'	fait	'fight'
a	'of'	iit	'eat'
shoo(r)	'sure'	pliiz	'please'
greet	'great'	bai	'buy'
dee	'day'	fiil	'feel'
káina wee	'sort of/so so'	piis	'piece'
		keek	'cake'
		aiskríim	'ice cream'

Praváb:

Sáafli, sáafli táiga kech monkí.

HOW TO TALK ABOUT YOUR FEELINGS

Lesson Nine

Objective: to be able to express feelings and sensations.

Basic Conversation:

George: How are you, Pappy?
You look like you have 'kabanka'.
Pappy: Boy, I'd like to think so!
I'm down and out because my girl is angry with me.
George: What is she angry with you for?
Pappy: I don't know, man. She is always angered up,
and she doesn't want to talk to me.
George: Well man, take her out and make her feel good.
Maybe she'll get pleased then.
Pappy: Well, I'll try that and see how it works.
I'll see you then.
George: All right, then.

Activities:

1. Study the dialogue and memorize the new words.

2. Practice using the following exchange:

A: Da hou yu fiil?
B: A fiil _____.
A: Yu no fiil _____ den?
B: Noo, a no fiil _____.
A: Wel yu luk _____.

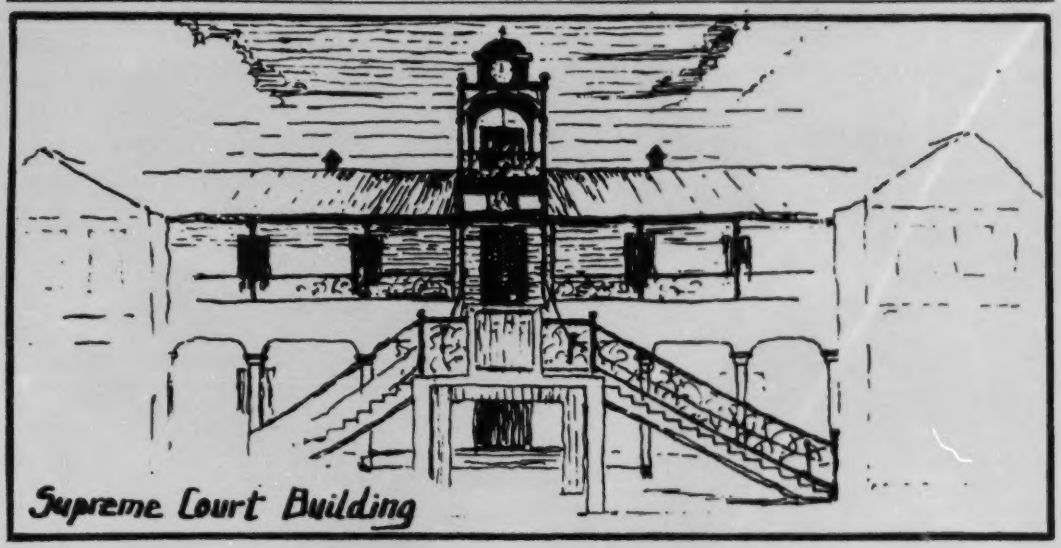
Fill in the blanks with adjectives like:

beks	ráatid	hóngri	miin
sik	kráchiti	tósti/trsti	kréezi
sad	táyad	léezi	plik
gud	bad	slíipi	híiti
hat	kool	kuul	waam

Then replace yu and a with i, then yu and a with únu and wi, respectively. Now repeat the exchange leaving fiil out.

HOW FI TAAK BOUT YU FÍILINGZ

Lesn Nain



Béesik Kanvaséeshan:

Jaaj: Da hou, Papí?
Yu luk laik yu ga kabánka.
Papí: Bwai, a da waan tink so!
A dong an out kaaz mi gyal beks wid mi.
Jaaj: We i beks wid yu fa?
Papí: A no noo, man. I áalweez beks op,
an i no waan taak tu mi.
Jaaj: Wel man, tek an out an mek i fiil gud.
Méebi i wan ge pliiz den.
Papí: Wel a wan chrai dat an si hou i wok.
A wan si yu den.
Jaaj: Áarait den.

Nyuu Wod:

wúda/úda/da	'would'	fiil	'feel'
waan	'want/like'	dong	'down'
beks	'angry'	gud	'good'
pliiz	'please(d)'	hápi	'happy'
fain	'fine'	miin	'mean'

Supplementary Conversation:

Sandra: Hello, Betty. How are you?
Betty: Not too good at all today, girl.
Sandra: What happened to you now?
Betty: Girl, I don't know.
Since yesterday I have felt sick and feverish. I am tired and 'pained up'. One minute I am cold; the next minute I am hot. All (parts) of my body hurt me.
Sandra: Sorry to hear that. All I can tell you to do is go to the doctor because it sounds like you have the flu.
Betty: I think I'll do what you say because I want to feel better. Thank you for advising me.
Sandra: See you again. I hope you get better soon.

Activities:

1. Study the dialogue and memorize the new vocabulary.

2. Ask the teacher questions about the dialogue, and answer questions he/she has for you.

3. Construct a 6 line dialogue of your own talking about feelings.

Proverb:

Sickness comes galloping on horse back but it takes its two feet to go away.

Meaning: Trouble comes quick without notice but it takes a long time to go away.

Sóplimenchri Kanvaséeshan:

Sánjra: Helóo, Betí. Da hou yu du?
Betí: No tu gud atáal tidé, gyal.
Sánjra: We hapm tu yu nou?
Betí: Gyal, a no noo.
Fram yéside a fiil sik an fíivrish.
A táyad an péeni op. Wan mínit a
kool; neks mínit a hat. Aal paat a
mi bádi hat mi.
Sánjra: Sári fi yer dat. Aal a ku tel yu fi du
da go da dákta kaaz i song laik yu di
ga di fluuz.
Betí: A tink a wan du we yu se kaaz a waan
fiil béta. Tank yu fi adváiz mi.
Sánjra: Si yu wan neks taim. A hoop yu ge béta suun.

Nyuu Wod:

atáal	'at all'	sik	'sick'
fram	'from, since'	fíivrish	'feverish'
hat	'hurt'	táyad	'tired'
hat	'hot'	peen	'pain'
bádi	'body'	péeni op	'pained up, hurting all over'
song	'sound'		
adváiz	'advise'	kool	'cold'
		fluuz	'flu'

Praváb:

Síknis kom di gyalóp pan haas bak, bot i tek i tuu fut fu waak we.

TRYING TO MAKE PEOPLE UNDERSTAND

LESSON TEN

Objective: to be able to ask when you don't understand and explain when you are not understood.

Basic Material:

A: Mumble, mumble .....
B: I'm sorry, I can't understand you.
Please say that again.
A: Mumble, mumble .....
B: I still can't understand you.
Could you talk louder and slower?
A: ..... down town.
B: I still didn't hear all of what you said.
Please repeat the first part.
A: I will meet her down town.
B: O.K. then, I understand you now.
Thank you for your patience.

Activities:

1. Memorize the new words and the lines "B" says in the dialogue.

2. Rewrite the dialogue making up a similar situation. Ask the instructor for vocabulary when needed.

3. Memorize the following phrases:

a. We yu se?
b. Yu yer mi?
c. A no yer yu.
d. Yu andastán (mi)?
e. A no andastán (yu).
f. A andatán (yu).
g. Pliiz taak moo háada (slówa).
h. Pliiz ripíit dat.
i. Pliiz se dat agén.
j. Yu waan mi fi se dat agén?
k. A waan yu fi se dat agén.

CHRAI FI MEK PIPL ANDATÁN

Lesn Ten

Béesik Matíirial:

A: Mombl, mombl .....
B: A sári, a kyaan andatán yu.
Pliiz se dat agén.
A: Mombl, mombl .....
B: A stil kyaan andatán yu.
Yu ku taak moo háada an slówa?
A: ..... dong tong.
B: A stil no yer aal a we yu se.
Pliiz ripíit di fos paat.
A: A wan miit an dong tong.
B: Ookée den. A andatán yu nou.
Tank yu fi yu péeshens.

Nyuu Wod:

mombl	'mumble'	háada	'harder/louder'
sári	'sorry'	slówa	'slower'
andatán/ andastán	'understand'	moo	'more'
		tong	'town'
kyaan	'can't'	yer	'hear'
fos	'first'	ripíit	'repeat'
péeshens	'patience'	miit	'meet'

Supplementary Conversation I:

Pappy: George, man, where are you going?
You are dressed 'like a cat's back foot'!
George: What are you saying?
I didn't understand anything you said.
Pappy: I said you are 'blade to your 99', boy.
Do you understand me now or what?
George: No, I still don't understand what you are telling me.
Pappy: All I am trying to say is that you are dressed up to your very best, right?
Do you understand now?
George: I think so. You mean you were telling me that I am really dressed up well.
Pappy: Yes, man. That's all I was saying.

Activities:

1. Study the dialogue and memorize the new vocabulary.

2. Listen to the instructor read the dialogue and then ask and answer questions about it.

3. Write a similar dialogue in Creole where one person doesn't understand another.

Suggestions for use:

Whenever you hear Belizeans using words or phrases you don't understand, begin asking them what they mean. Use Creole whenever it seems appropriate.

Sóplimenchri Kanvaséeshan I:

Papí: Jaaj, man, da we yu gwain?
Yu jres noo pus bak fut!
Jaaj: We yu di se?
A no andastán notn yu se.
Papí: A se yu bleed tu yu náinti-nain, bwai.
Yu andatán mi nou ar wat?
Jaaj: Noo, a stil no andastán we yu di tel me.
Papí: Aal a di chrai fi se da dat yu óonli jres op tu yu bes, rait?
Yu andatán nou?
Jaaj: A tink so. Yu miin yu mi di tel mi se a óonli jres op gud.
Papí: Yes, man. Dat da aal a mi di se.

Nyuu Wod:

noo	'like, as'	jres op	'dress up'
pus	'cat'	bleed op	'dress/blade up'
fut	'foot/feet'	se	'say'
bes	'best'	se	'that'

jres noo pus bak fut 'be really dressed up/to really dress up'
bleed tu i náinti-nain " " " " " " " "

Activities:

1. Translate the dialogue with help from the instructor if you need it. Review difficult grammatical points in the Grammar Handbook. Memorize the new words.

2. Write a short (one-half page) essay in Creole describing a misunderstanding you may have had. Use one that you have had in Belize if possible.

Note that in the two conversations in this lesson se is a clausal conjunction like 'that' in English. Review Lesson 36 in the Grammar Handbook.

Note that the negative, no, follows the equating verb da 'be', whereas no precedes other verbs. See Lessons 14-20 in the Grammar Handbook.

Proverb:

Big words don't break a man's jaw bone.

Meaning: Don't be afraid of using big words.

Sóplimenchri Kanvaséeshan:

Babzí: Meerí, yu no luk gud, gyal.
Yu sik ar wat?
Meerí: No man, a jos táyad an slíipi.
A tink a gwain go 'crash'.
Babzí: Yu gwain go wat? Hou yu ku go 'crash'?
Yu da no wan kaa.
Meerí: A noo se a da no wan kaa.
A jos mi di tel yu se a gwain go sliip.
'Crash' da wan ídiom we miin 'go sliip', rait.
Babzí: Óokee den, a andastán nou.
Únu shoo ga wan fóni we fi se dat do.

Nyuu Wod:

slíipi	'sleepy'	fóni	'funny'
táyad	'tired'	do	'though
kaa	'car'		

Praváb:

Big wod no brok man jaa boon.

TALKING ABOUT THE WEATHER

Lesson Eleven

Objective: to be able to talk about the weather, ask questions about it and understand the responses.

Basic Material:

A: What's the weather like today?
B: It's _____.
A: I wonder what it'll be like tomorrow?
B: I hope it'll _____.
A: What do you think it'll be like this weekend?
B: I don't know, maybe it's going to _____.
A: What's the weather like in _____.
B: I heard on the radio that it's _____ in _____.

Activities:

1. Memorize the exchange and new vocabulary.

2. Each student should give a 30 second 'spiel' on what the weather is like in his/her home state using words from the vocabulary list.

Suggestions for use:

Ask several Belizeans about the weather today.

TAAK BOU DI WÉDA

Lesn Ilébm

Béesik Matíirial:

A: We di wéda laik tidé?/Hou di wéda stan tidé?
B: I _____.
A: A wánda hou i wan stee tumáara?
B: A hoop i wan _____.
A: We yu tink i wan stan laik dis wiikén?/Hou yu tink i wan stan dis wiikén?
B: A no noo, méebi i gwain _____.
A: We di wéda laik da _____.
B: A yer pan di réejo se i _____ da _____.

Nyuu Wod:

wánda	'wonder'	i di reen	'it's raining'
hoop	'hope'	i di staam	'it's storming'
tumáara	'tomorrow'	di briiz di bloo	'the breeze is blowing'
wiikén	'weekend'		
réejo	'radio'	i kool	'it's cold'
son	'sun'	i kuul	'it's cool'
muun	'moon'	i waam	'it's warm'
win	'wind'	i hat	'it's hot'
briiz	'breeze'	i réeni	'it's rainy'
kloud	'cloud'	i kléa/kleer	'it's clear'
heel	'hail'	i bríizi	'it's breezy'
staam	'storm'	i wíndi	'it's windy'
bloo	'blow'	i stáami	'it's stormy'
stee	'stay, be'	i fági	'it's foggy'
(s)tan	'stand, be'		

Supplementary Conversation I:

Mary: Babsie, how do you like this weather, girl?
Babsie: I don't like it at all. It's too cold for me.
Mary: I think this kind is much better than the heat.
Babsie: Well, I prefer the heat.
When it's cold like this I can't function well.
My whole body gets numb and I can't stop trembling.
Mary: All you have to do is get something warm in your stomach and keep on some warm clothes.
Babsie: O.K. then, I will try that and see how it works.
Mary: Well good luck. I hope you get warm and feel better.
Babsie: Thank you, bye.

Activities:

1. Study the dialogue and memorize the new words.

2. Write a short (one-half page) essay in Creole about what you think of the weather in Belize.

Sóplimenchri Kanvaséeshan I:

Meerí: Babzí, da hou yu laik dis wéda, gyal?
Babzí: A no laik an atáal. I tu kool fi mi.
Meerí: A tink dis kain moch béta dan di hiit.
Babzí: Wel a prífa di hiit.
Wen i kool laik dis a kyaan fóngshan gud.
Mi hool bádi ge nom an a kyaan stap chrimbl.
Meerí: Aal yu háfu du da ge sónting waam íina yu túmok an kip aan som waam klooz.
Babzí: Ókee den, a wan chrai dat an si hou i wok.
Meerí: Wel gud lok. A hoop yu ge waam an fiil béta.
Babzí: Tank yu, bumbái.

Nyuu Wod:

kyaan	'can't'	fóngshan	'function'
háfu	'have to'	hiit	'heat'
aan	'on'	chrimbl	'tremble'
kip/kiip	'keep'	stap	'stop
lok	'luck'	túmok/stúmok	'stomach'
klooz	'clothes'	nom	'numb'

Activities:

1. Translate the Conversation and memorize the new words.
2. Rewrite the conversation changing all of the weather conditions.
3. Ask the instructor questions about the weather in the different districts of Belize.

Proverb:

Sea breeze blows pelican the same place he wants to go.

Meaning: used in reference to someone taking advantage of natural events.

Sóplimenchri Kanvaséeshan II:

A: We di wéda laik?
....Kaaz a waan go da kii tidé.
I klóudi? I luk laik i gwain reen?
B: Noo. I kléa an waam.
I no stáami atáal bot wan lii briiz di bloo.
A: We di sii luk laik? I rof ar wat?
B: Noo. I kyaam bot i lii bit fági out tuwáadz di riif.
A: Wel i song laik wan gud dee fi go pan sii.
B: A tink i wan gud. Di dee luk prámisin.
An yu ku si di son di piip out óova di horáizn.

Nyuu Wod:

sii	'sea'	kaaz	'because'
horáizn	'horizon'	tuwáad(z)	'toward(s)'
riif	'reef'	prámisin	'promising'
piip	'peep'	kii	'cay(s)'
kyaam	'calm'		

Praváb:

Sii briiz bloo pélikin seem plees i waan go.

DAYS OF THE WEEK AND MONTHS OF THE YEAR

Lesson Twelve

Basic Material:

What day is today?
What do you want to know, the day of the month or the day of the week?
I want to know what day of the week today is.
Today is _____.
What day is tomorrow?
Tomorrow is _____.
What day was yesterday?
Yesterday was _____.
What day was the day before yesterday?
The day before yesterday was _____.
What day is the day after tomorrow?
The day after tomorrow is _____.

What month is it (this)?
This month is _____.
What month is next month?
Next month is _____.
What was last month?
Last month was _____.

Activities:

1. Memorize the phrases and new words.
2. Practice the phrases asking each other the days and months, filling in the blanks appropriately.

DEE A DI WIIK AN MONT A DI YÉA

Lesn Twelv

Béesik Matíirial:

Da we dee tidé?
We yu waan noo, di deet a di mont ar
di dee a di wiik?
A waan noo we dee a di wiik tidé.
Tidé da _____.
Da we dee tumáara?
Tumáara da _____.
Da we dee da mi yéside?/Yéside da mi we dee?
Yéside da mi _____.
Da we dee da mi di dee bifóo yéside?
Di dee bifóo yéside da mi _____.
Da we dee da di dee áfta tumáara?
Di dee áfta tumáara da _____.

Da we mont dis?
Dis mont da _____.
Da we (mont) neks mont?
Neks mont da _____.
Da we da mi laas mont?
Laas mont da mi _____.

Nyuu Wod:

dee	'day'	yéside/yéstide	'yesterday'
tidé/tudé	'today'	tumáara/tumáaro	'tomorrow'
áfta/áfa	'after'	Sónde	'Sunday'
bifóo	'before'	Mónde	'Monday'
laas	'last'	Chúuzde	'Tuesday'
neks	'next'/other'	Wénzde	'Wednesday'
deet	'date'	Tŕzde	'Thursday'
wiik	'week'	Fráide	'Friday'
mont	'month'	Sátide/Sáchrde	'Saturday'
yaaz/yéa(z)/ éa(z)	'year(s)'		
Jániweri	'January'	Juláí	'July'
Fébiweri	'February'	Áagas	'August'
Maach	'March'	Septémba	'September'
Épril	'April'	Aktóoba	'October'
Mee	'May'	Novémba	'November'
Juun	'June'	Disémba	'December'

Supplementary Conversation:

Babsie: Mary, whenever I meet you, you are always so pleasant and smiling. Girl, what sign are you?
Mary: I am a Libra. Can't you see that?
Babsie: Well, I am a Libra too. I figured we must have been the same sign. What do you say?
Mary: Yea, you know only nice people like ourselves could be Libras.
Babsie: That's true. Then, what month were you born in?
Mary: I was born in October. And you?
Babsie: I was born in September. I was born on the 30th.
Mary: Anyway, it was good to find out that we are the same kind.

Activities:

1. Study the dialogue and memorize the new words.

2. Practice the following exchange filling in the blanks appropriately. Memorize the phrases.

A: Da we mont yu?
B: A da _____. We mont yuu?
A: A da _____. Da we sain yu?
B: A da _____. An yuu?
A: A da _____. We deet yu?
B: A da di _____ (a _____). An yuu?
A: A da di _____ (a _____).
B: Da we mont hin (shii)?
A: I da _____.
B: Da we sain an?
A: I da _____.
B: Da we deet an?
A: I da di _____.

Suggestions for use:

Ask several Belizeans what their signs are and what month they were born in.

Proverb:

Every johncrow (vulture) thinks his children are white.

Meaning: Everybody thinks his own kind (or himself) is best.

Sóplimenchri Kanvaséeshan:

Babzí: Meerí, wenéva a bok yu op, yu áalweez so plézant an di smail. Gyal, da we sain yu?
Meerí: A da wan Líbra. Yu kyaan si dat?
Babzí: Wel, a da wan Líbra tu. A fíga se wi da mósi mi di seem sain. We yu se?
Meerí: Ye, yu noo óonli nais pipl laik wisélf ku bii Líbra.
Babzí: Dat da chruu. Den, da we mont yu?
Meerí: A da Aktóoba. We yuu?
Babzí: A da Septémba. A mi baan di tótiet.
Meerí: Éni wee, i mi gud fi noo se wi da di seem kain.

Nyuu Wod:

wenéva	'whenever'	fíga	'figure'
bok op	'meet'	chruu	'true'
áalweez/áaweez	'always'	éni	'any'
plézant	'pleasant'	wee	'way'
smail	'smile'	da/bii	'be'
sain	'sign'	seem	'same'
pikní	'child'	jankró	'vulture'

Note that da we mont yu? literally means 'what month are you?', but is translated as 'what month were you born in?'. Similarly, da we deet an? literally means 'what date is he (she, it)?', but is translated as 'what date was he (she, it) born on?'

Note that the equating verb da 'be' sometimes changes to bii when used with some modal particles (e.g. ku). See Lessons 14 and 30 in the Grammar Handbook.

Praváb:

Ébri jankró tink i pikní wait.

INTRODUCING PEOPLE

Lesson Thirteen

Objective: to be able to introduce people and respond appropriately when introduced to them.

Basic Conversation:

Sandra:	Look, Mary, that's a friend of mine over there. Come on, let me introduce her to you.
Sandra:	Hello, Betty, how are you?
Betty:	Fine, and you?
Sandra:	Fine too. I want you to meet my cousin. Betty, this is my cousin Mary, and Mary, she is my friend Betty.
Betty:	Hello, Mary, pleased to meet you.
Mary:	It's nice to meet you too. I'll see you sometime soon.
Betty:	I'll look forward to that too. O.K. then. Sandra and Mary, bye.
Sandra and Mary:	Bye.

Activities:

1. In groups of three practice the dialogue and the new words.

2. The teacher will introduce 2 or 3 people in class. After he/she finishes and after you have finished reading this lesson, practice introducing each other in class.

FI INCHROJÚUS PIPL

Lesn Trtiin

Béesik Kanvaséehsan:

Sánjra:	Luk Meerí! dat da wan a mi fren óova de. Kúngo, mek a inchrojúus an tu yu.
Sánjra:	Heló, Betí, da hou yu du?
Betí:	Fain, an yu?
Sánjra:	Fain tu. A waan yu fi miit mi kozń. Betí, dis da mi kozń Meerí, an Meerí, shii da mi fren Betí.
Betí:	Heló, Meerí, pliiz fi miit yu.
Meerí:	I nais fi miit yu tu. A wan si yu sontáim suun.
Betí:	I wan luk fáawad tu dat tu. Óokee den, Sánjra and Meerí, bumbái.
Sánjra an Meerí:	Tatá.

Nyuu Wod:

inchrojúus	'introduce'
fren	'friend'
miit	'meet'
kozń	'cousin'
fáawad	'forward'

Supplementary Conversation:

Babsie:	How are you, Pappy? Long time no see.
Pappy:	I am right here trying to fight life. Girl, you look sweet as ever.
Babsie:	Thank you. Pappy, I want you to meet my friend Mary. Mary, this is Pappy, my friend, and Pappy, this is Mary.
Pappy:	Hello Mary. It's good to be your friend.
Mary:	O.K. Pappy, I surely appreciate it.
Pappy:	Babsie and Mary, meet my buddy George. George, these are my friends Babsie and Mary.
George:	Hello Babsie and Mary. I am very happy to know you two girls.
Mary and Babsie:	We feel so too. O.K. then, hope we will see you all again soon. Bye.
Pappy and George:	You all take care, bye.

Activities:

1. Using the English translation and the new words, write a Creole dialogue.

2. In groups of three read through each other's dialogues and perform one for another group.

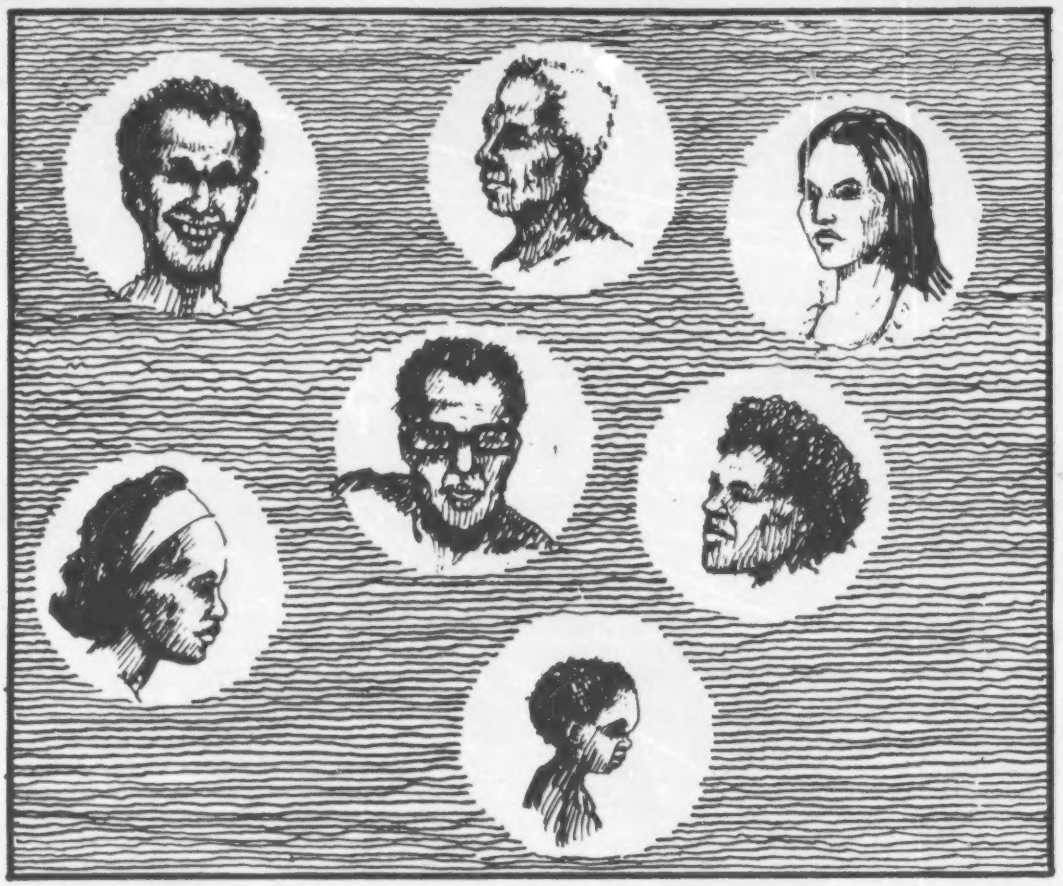
Suggestions for use:

Try introducing a friend to your Belizean family today.

Proverb:

Seeing me and living with me are two different things.

Meaning: You don't really know someone until you have been in close contact with them for a long time.



Nyuu Wod:

az	'as'	apríishyeet/ aprishéet	'appreciate'
éva/éba	'ever'		
shóoli	'surely'	balí/bal	'buddy, pal, guy, friend'
dénya	'these (ones)'	hápi	'happy'
únu	'you all/you all's'		

Praváb:

Si mi an lib wid mi da tuu dífran ting.

TALKING ABOUT WHAT PEOPLE DO

Lesson Fourteen

Objective: to be able to explain what you are doing in Belize, and ask others what they do.

Basic Conversation:

Pappy: George, we have been friends for a long time and I still don't know what you are or what you are doing here in Belize.
George: Well, I am a Peace Corps Volunteer. Have you heard of that before.
Pappy: No, so explain that.
George: Well, I am here to learn about Belize and experience your culture. And at the same time I am here to try to provide technical skills that are scarce here in Belize. Do you understand?
Pappy: Yes I think so. What will you be doing then?
George: I am an architect and I am going to help design different structures like government buildings and bridges.
Pappy: Well, I wish you luck then, boy.
George: Thank you, Sir.

Activities:

1. Study the conversation carefully and memorize the new words.

2. Using the conversation as a guide, prepare a short spiel about your job. Write it down and then memorize it. Recite it to the rest of the class.

Suggestions for use:

Try out the spiel you have written on several Belizeans. Encourage them to ask you questions about your job. Bring in the questions to the next class.

FI TAAK BOUT WE PIPL DU

Lesn Fóotiin

Béesik Kanveséeshan:

Papí: Jaaj, wi da fren fi so lang an a stil no noo we yu, ar da we yu di du ya da Bilíiz.
Jaaj: Wel, a da wan Piis Koo Valantéa. Yu yer dat bifóo:
Papí: Noo, so ekspléen dat.
Jaaj: Wel, a de ya fi laan bout Bilíiz an ekspíirens únu kólcha. An seem taim a de ya fi chrai fi provàid téknikal skil we skees ya da Bilíiz. Yu andastán?
Papí: Yes a tink so. Da we yu wan di du den?
Jaaj: A da wan áakitek an a gwain help fi dizáin dífran schrókchaz laik góvament bîldin and brij.
Papí: Wel a wish yu lok den, bwai.
Jaaj: Tank yu, Sa.

Nyuu Wod:

ekspléen	'explain'	áakitek	'architect'
laan	'learn'	dizáin	'design'
ekspíirens	'experience'	schrókchaz	'structures'
kólcha	'culture'	góvament	'government'
provàid	'provide'	bîldin	'building'
Piis Koo (Valantéa)	'P.C.V.'	so lang	'so long/ a long time
skees	'scarce'		

Da we yu di du? 'What are you doing?'
Da we yu? 'What are you?'

Supplementary Conversation:

George: Well Pappy, since you know what I am and what I do here, tell me what you do for your living.
Pappy: I am a fisherman. I go every morning early upon the sea and cast my net or throw my line. If and when I catch anything, I come back ashore and sell all that I have in the market.
George: I see. So how many trips a day do you make?
Pappy: Well, it all depends.
If it's early enough when I am finished selling my first batch, I go back to the sea and try my luck again.
Yet, if it is still early but the weather is bad, I just call it a day.
I go home and do what I can with what I get from the first trip.

Nyuu Wod:

sins	'since'	bach	'batch'
sii	'sea'	kech	'catch'
sel	'sell'	lívin	'living'/livelihood
ŕli	'early'	dipén	'depend'
shoo	'(a) shore	fishamán	'fisherman'
kyaas	'cast'	pen pan	'depend on'
choo/chroo	'throw'	chrip	'trip'
maakit	'market'	mek moch a	'do what you can with'

Activities:

Study the dialogue well and memorize the new words.

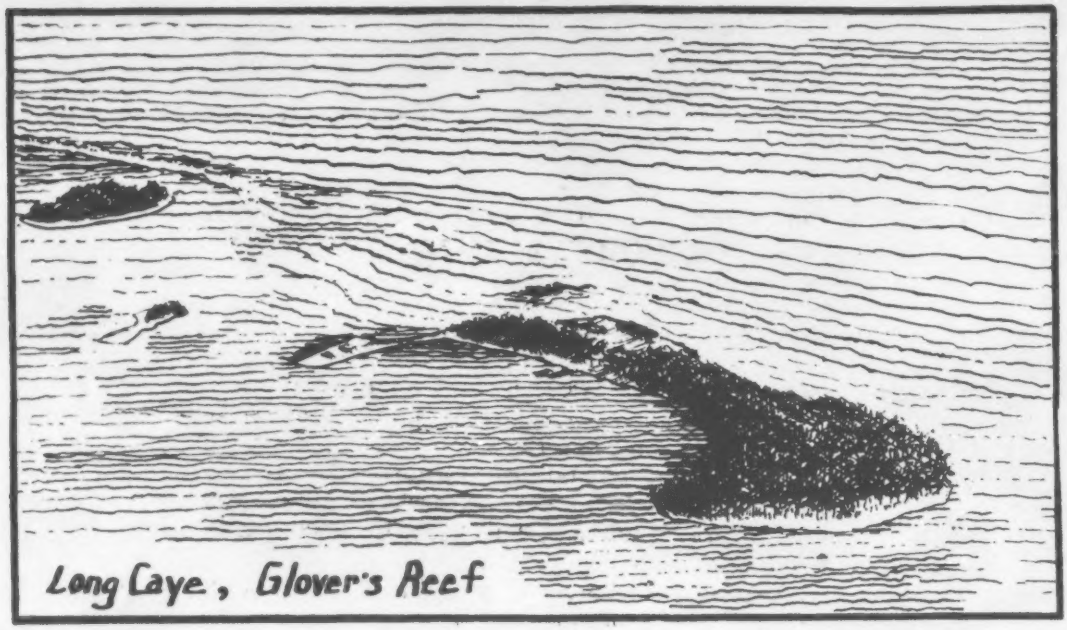
Suggestions for use:

Ask some Belizeans to give you short descriptions of their jobs. Record them on a tape recorder if you have one and bring the recordings into class.

Proverb:

Every man knows where his own house leaks.

Meaning: Every man knows his own weaknesses.



Sóplimenchri Kanveséeshan:

Jaaj: Wel Papí, sins yu noo we mii an we a du ya, tel mi we yu du fu yu lívin.

Papí: A da wan fishamán. A go ébri máanin ŕli pan sii an kyaas mi net ar choo mi lain. Ef an wen a kech éniting, a kom bak shoo an sel aal we a ga íina máakit.

Jaaj: A si. So húmoch chrip fi di dee yu mek?

Papí: Wel, i aal dipén.
Ef i ŕli nóf wen a don sel mi fos bach, a go bak da sii an chrai mi lok agén.
Yet, ef i stil ŕli bot di wéda bad a jos kaal an wan dee.
A go hoom an mek moch a we a ge fram di fos chrip.

Praváb:

Ébri man noo wepáa i oon hous liik.

CATCHING A TAXI

Lesson Fifteen

Objective: to be able to take a taxi, get where you want to go, and make a return trip if necessary.

Basic Conversation:

George: Sir, could you take me to a nice hotel?
I don't want any expensive hotel, just a nice reasonably priced one.

Taximan: Yes. I know a good one where I always carry tourists who ask me. And when I see them again they always tell me that they liked staying there.

George: Is it far from down town?

Taximan: No. You just have to walk up 3 lanes and you'll see all of the shops.

George: O.K. then, take me there, please.

Taximan: That'll cost you one dollar.
All right now?

George: Yes. Thank you very much.

Activities:

1. Study the dialogue and memorize the new words.

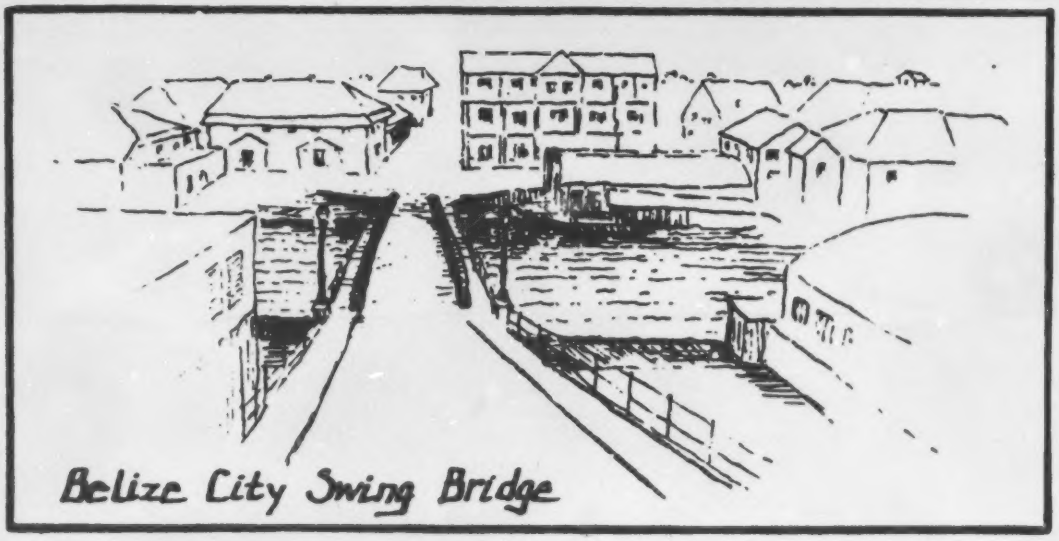
2. Work in pairs writing a similar dialogue going somewhere else.

Suggestions for use:

Take a taxi today or as soon as possible. Get to know Belize City. It won't cost much.

FI KECH WAN TAKSÍ

Lesn Fíftiin



Béesik Kanvaséeshan:

Jaaj:	Sa, yu ku tek mi da wan nais hotél? A no waan noo ekspénsiv hotel, jos wan nais ríiznabl prais wan.
Taksimán:	Yaa. A noo wan gud wan we a áaweez ker túuris we aks mi. An wen a si den agén, den tel me dat den mi laik stee de.
Jaaj:	Dat de faar fram dong tong?
Taksimán:	Noo. Yu jos háfu waak op bou chrii leen an yu wan si aal di shap den.
Jaaj:	Óokee den, ker mi de, pliiz.
Taksimán:	Dat wan kaas yu wan dála. Áarait nou?
Jaaj:	Yaa. Tank yu véri moch.

Nyuu Wod:

jráiva	'driver'	ekspénsiv	'expensive'
taksimán	'cabby'	riisn	'reason'
shoofá	'chauffeur'	ríiznabl	'reasonable'
ker	'carry/take'	prais	'price(d)'
túuris	'tourist'	stee	'stay'
dong	'down'	shap	'shop'
tong	'town'	kaas	'cost'
		faar	'far'

Supplementary Material:

Taximan: Young lady, do you want something?
Mary: Yes, I want a taxi.
Taximan: O.K. then, get in. Now, where are you going?
Mary: I am going to Dr. Francis' on Barraks Road.
Taximan: That'll cost you $1.50.
Mary: I think that's too much.
The other ones only charge me $1.25.
Taximan: All right, I'll take that from you.
Mary: Could you come back for me in about an hour and a half?
Taximan: Yes, I'll come back, but you have to allow me to be about 10 minutes late. Is that all right with you?
Mary: Sure. I'll see you then. Thank you.

Activities:

1. Study the dialogue and new words.

2. Practice the following exchange, filling in the blanks.

A: Da we yu gwain?
B: A gwain da _____.
A: Húmoch i kaas fi go de?
B: I kaas _____ fi go da _____.
A: Dat da tumóch.
B: Óokee den. I wan kaas yu _____.

Proverb:

When fish comes from the river bottom and tells you alligator has a belly ache, believe him.

Meaning: Take the advice of an experienced person.

Sóplimenchri Matíirial:

Taksimán: Yong léedi, yu waan sontíng?
Meerí: Yes, a waan wan taksí.
Taksimán: Óokee den, get iin. Nou, we yu gwain?
Meerí: A gwain da dákta Fráncis pan Báraks Rood.
Taksimán: Dat wan kaas yu wan-fífti.
Meerí: A tink dat da tumóch.
Den áda wan óonli chaaj mi wan twéni-faiv.
Taksimán: Áarait, a wan tek dat fan yu.
Meerí: Yu ku kom bak fi mi bout di neks ówa an a haaf?
Taksimán: Yes, a wan kom bak, bot yu háfu lóu mi wan lii ten mínits leet. Dat áarait fi yu?
Meerí: Shoo. A wan si yu den. Tank yu.

Nyuu Wod:

taksí	'taxi'	léedi	'lady'
áda	'other'	úman	'woman'
den áda	'the others'	chaaj	'charge'
wan áda	'another'	(a)lóu	'allow'
leet	'late'	ówa	'hour'

Praváb:

Wen fish kom fan ríba bátam an tel yu háligeta ga béli eek, bilíib an.

RIDING ON THE BUS

Lesson Sixteen

Objective: to be able to find out which bus goes where and purchase a ticket.

Basic Narrative:

There are two bus stations in Belize City, one of them is in the south side of town by Pound Yard Bridge, and the other one is in the north side of town at Cinderella Plaza. The buses that start from Pound Yard Bridge station travel west and south, the ones that start from Cinderella Plaza go north.

You usually buy your ticket from the driver or the conductor on the bus that goes west and south, but for the bus that goes north, you buy it from the bus station office.

Activities:

1. Memorize the new words and listen to the instructor read the narrative, then read it yourself. Ask and answer questions about it. Especially be on the lookout for any grammatical points you don't understand.

2. Practice the following exchange, filling in the blanks. Memorize the phrases.

A: Húmoch aklák dis bos wan lef fi go da _____.
B: I gwain lef _____ aklák fi go da _____.
A: We taim i gwain ge de den?
B: I gwain ge de _____.
A: Húmoch i kaas fi go da _____?
B: I kaas _____ fi go de.
A: Sel mi wan tikit den.
B: Rong chrip ar wan wee?
A: Jos wan wee.

Suggestions for use:

Go check out the bus stations in Belize City, and the first chance you get take a trip somewhere.

RAID PAN DI BOS

Lesn Sikstiin

Béesik Náarativ:

Den ga tuu bos stéeshan da Bilíiz Síti, wan a den de pan di soutsáid bai Pong Yaad Brij, an di áda wan de pan naatsáid da Síndarela Pláaza. Di bos den we staat fram Pong Yaad Brij stéeshan chravl wes and sout, den wan we staat fram Síndarela Pláaza go naat.

Yu yúujali bai yu tíkit fram di jráiva ar di kandókta pan di bos we go wes an sout, bot fi di bos we go naat, yu bai an fram di bos stéeshan áafis.

Nyuu Wod:

stéeshan	'station'	iis	'east'
bos	'bus'	sout	'south'
raid	'ride'	wes	'west'
tíkit	'ticket'	naat	'north'
chravl	'travel'	pláaza	'plaza'
chrip	'trip'	brij	'bridge'
pong	'pound'	staat	'start'
yaad	'yard'	yúujali	'usually'
kandókta	'conductor'	áda	'other'
bai	'buy'	áafis	'office'
lef	'leave/left'		
soutsáid	'area of Belize City south of Haulover Creek'		
naatsáid	'area of Belize City north of Haulover Creek'		

Supplementary Conversation I:

Mary: Hello. Could you please tell me which of the buses around here is going to Cayo?
Stranger: Do you see the ones over there on your right? They all go to Cayo. Just go right over there and ask which one is going soon.
Mary: Where do you buy your ticket to go on them?
Stranger: Well I'm not sure. I know they have an office. Where it is, I don't know. But I do know that you can always get one from the driver or the conductor. One of them is always on the bus. So go right across there and ask, girl.
Mary: O.K. then, thank you for telling me all of this.
Stranger: That's all right. Bye.

Activities:

1. Memorize the new words and listen to the teacher read the dialogue. Then read it yourself. Ask questions about it.

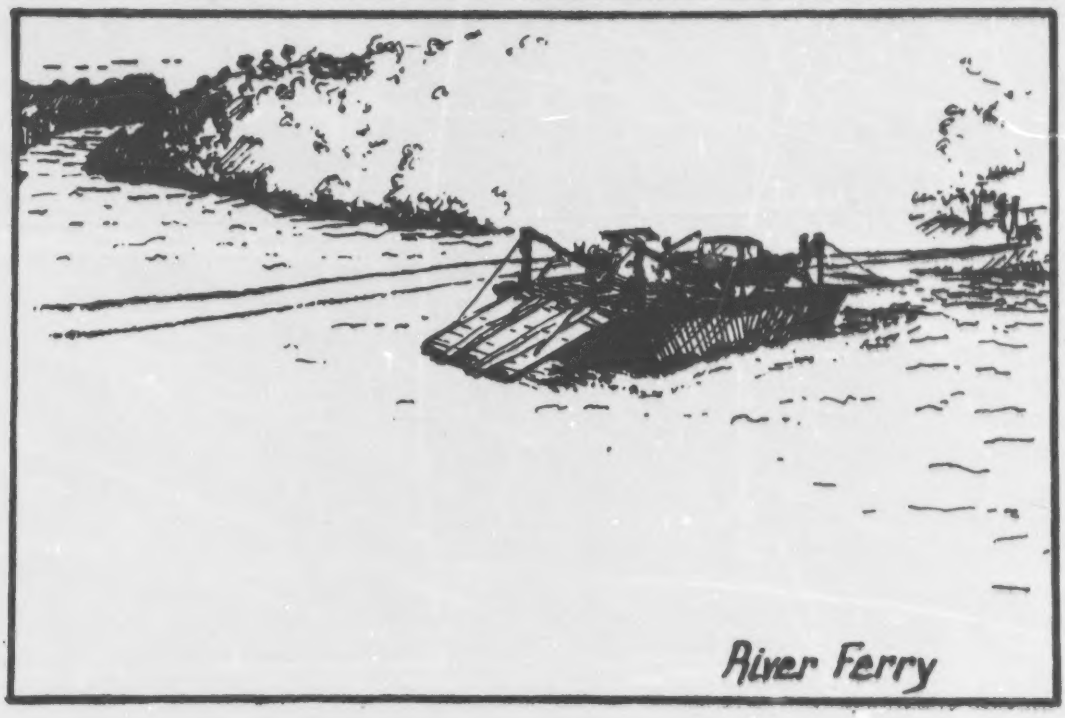
2. Expand the dialogue by adding eight new lines, perhaps by bringing in new characters.

Sóplimenchri Kanvaséeshan I:

Meerí: Helóo. Yu ku pliiz tel mi wich a den bos rong ya gwain da Káayo.
Schréenja: Yu si den wan óova de pan yu rait? Den aal go da Káayo. Jos go rait óova de an aks we wan suun gwain.
Meerí: Wepáat yu bai yu tíkit fi go pan den?
Schréenja: Wel a no shoo. A noo den ga wan áafis. Wepáa i de, a no noo. Bot a noo dat yu ku áaweez get an fram di jráiva ar di kandókta. Wan a den áaweez de pan di bos. So go rait kraas de an aks, gyal.
Meerí: Óokee den, tank yu fi tel mi aal a dis.
Schréenja: Dat áarait. Tatá.

Nyuu Wod:

rong	'(a)round'	Káayo	'Cayo'
suun	'soon'	rait	'right'
wepáa(t)	'where/which part'	kraas	'(a)cross'



Activities:

1. Translate the conversation.
2. Rewrite it changing the time, place, and price.

Proverb:

Too much hurry get there tomorrow, take time get there today.

Meaning: Haste makes waste.

Sóplimenchri Kanvaséeshan II:

Meerí: Máanin, Sa. Yu da di jráiva a dis bos?
Jráiva: Yap. We a ku du fi yu?
Meerí: Dis da di bos we go da Káayo?
Jráiva: Yes, Ma.
Meerí: Wel, a waan bai wan tíkit fi go de den. Húmoch i kaas?
Jráiva: Dat wan kaas yu wan dála an fífti sens.
Meerí: Óokee den, a waan wan. We taim di bos wan lef?
Jráiva: I wan lef íina di neks twéni mínits rait fan ya, so de ya pan taim.
Meerí: Tank yu véri moch, Sa.
Jráiva: Yu wélkom, Ma.

Praváb:

Tumóch hóri ge de tumáara, tek taim ge de tidé.

ORDERING A MEAL IN A RESTAURANT

Lesson Seventeen

Objective: to be able to order a meal, ask information about the meal and ask for the price.

Basic Conversation:

Waitress: Hello. What do you want to eat?
George: I want a medium rare steak, but tell me what all you get with it.
Waitress: You get a piece of steak, some french fries, two pieces of bread and some salad.
George: O.K. then, I'll take that.
Waitress: Anything to drink or any dessert?
George: A (glass of) milk and a piece of potatoe pound (cake). How much for everything?
Waitress: Let me see...It'll cost you $5.25.
George: Thank you very much, ma'am.
Waitress: You're welcome, Sir.

Activities:

1. Study the dialogue and new words.
2. Answer the questions the teacher asks about the conversation.
3. Rewrite the dialogue changing the order, dishes, drinks, and price, etc.

Suggestions for use:

Go to a cafe or restaurant and order a meal in Creole. It would be best to choose one where tourists usually don't go so that the waiter and waitresses are not used to using English, and it'll be cheaper too.

ÁADA WAN MIIL ÍINA RÉSCHURANT

Lesn Sébmtiin

Béesik Kanvaséeshan:

Weechrís: Helóo. We yu waan fi iit?
Jaaj: A waan wan míidyum réa steek, bot tel mi we aal yu ge wid an.
Weechrís: Yu ge wan piis a steek, som french frai, tuu piis a bred an som sálad.
Jaaj: Óokee den, a wan tek dat.
Weechrís: Éniting fi jrink ar éni dizŕt?
Jaaj: Wan milk an piis a pitéeta pong. Húmoch fi évriting?
Weechrís: Mek a si...I wan kaas yu fai dála an twéni-fai sens.
Jaaj: Tank yu véri moch, Ma.
Weechrís: Yu wélkom, Sa.

Nyuu Wod:

iit	'eat'	steek	'steak'
nyam/yam	'eat voraciously'	réa	'rare'
jrink	'drink'	bred	'bread'
frai	'fry'	pitéeta pong/	'potato pound'
dizŕt	'dessert'	pitéeta pudn	cake/potato
miil	'meal'		pudding'

Supplementary Conversation:

Waiter: Good evening. What could I do for you, Miss?
Mary: I want to order some seafood. What kind do you all have?
Waiter: Well, we have all kinds. We serve conch, crab, lobster, shrimp, crayfish and fish. You can get them in soup, boiled, stewed, fried, or any way they can be cooked.
Mary: I think I want conch soup and fried lobster. I am very hungry today.
Waiter: What do you want to drink?
Mary: I want a beer, a Charger, please. That's all.
Waiter: O.K. then, I'll be with you in five minutes.

Activities:

1. Study the dialogue and memorize the new words.

2. Go over the dialogue again, substituting various other meals in place of 'conch soup' and 'fried lobster'.

Reference:

Go over Lesson 30 on passive verbs in the Grammar Handbook.

Proverb:

An empty gunny sack can't stand up, and a full gunny sack can't bend.

Meaning: A well fed person (i.e. wealthy person) is arrogant.

Sóplimenchri Kanvaséeshan:

Wéeta: Ívning. We a ku du fu yu, Mis?
Meerí: A waan áada som siifúud. We kain únu ga?
Wéeta: Wel, wi ga aal kain. Wi saav konks, kraab, lábsta, shrims, kreefísh, an fish. Yu ku ge den íina suup, bail, schuu, frai ar éni wee den ku kuk. So, we yu gwain ge?
Meerí: A tink a waan konks suup an frai lábsta. A óonli hóngri tidé.
Wéeta: We yu waan fi jrink?
Meerí: A waan wan béa, wan Cháaja, no. Dat da aal.
Wéeta: Óokee den, a wan de wid yu íina fai mínits.

Nyuu Wod:

áada	'order'	siifúud	'seafood'
saav	'serve'	konks	'conch'
kuk	'cook'	kraab	'crab'
suup	'soup'	lábsta	'lobsters'
bail	'boil(ed)'	kreefísh	'crayfísh'
schuu	'stew(ed)'	béa	'beer'
frai	'fry(ed)'	ge	'get'
hóngri	'hungry'	tósti/trsti	'thirsty'

Note how the tag no is used to mean 'please' when asking for something.

Review Lesson 35 on tags in the Grammar Handbook.

Praváb:

Émti krókos beg kyaan tan op, an ful krókos beg kyaan ben.

Supplementary Material: Creole Kitchen Menu

Soups

Crab Soup	$1.00	Cow Foot Soup	$1.50
Conch Soup	$1.50	Fish Seré	$1.50

Dinners

Dinners are served with rice and beans, or stewed beans and white rice; potato salad, cold slaw, mashed potatoes, or french fries.

Stewed Chicken	$3.00	Stewed Beef	$2.50
Fried Chicken	$3.00	Roast Beef	$2.50
Curried Chicken	$3.00	Curried Beef	$2.50
Fried Lobster	$5.50	Fried Shrimp	$4.50
Boiled Lobster	$5.50	Boiled Shrimp	$4.50
Fried Fish	$2.25	Boiled Crab	$3.00
Boiled Fish	$2.25	Stewed Turtle	$3.00

Desserts

Potatoe Pound	$0.25	Lemon, Custard, or Coconut Pie	$0.50
Bread Pudding	$0.25		

Beverages

Tea	$0.50	Milk	$0.80
Coffee	$0.50	Beer	$0.70
Hot Chocolate	$0.90	Soda	$0.35

Kríol Kichn Ményu

Actíviti:

Chransléet di menyúu pan di ópozit peej íina Kriól. Yu ku yuuz di spees da tap.

GOING TO THE MARKET

Lesson Eighteen

Objective: to be able to shop in the market, and know the common measurements.

Basic Conversation:

Seller: What do you want, Miss?
Mary: Half dozen eggs, a pint of coconut oil, a quart of pepito seeds, and a gallon of your fresh cow's milk.
Seller: O.K., ma'am. Do you want me to put them in a bag or do you have your own?
Mary: Put them in a bag for me. How much is everything?
Seller: Let me see...They all come up to five dollars and thirty-four cents.
Mary: That sounds high to me. Are you sure you added correctly?
Seller: Yes, girl. Just give me $5.25 then, and take the paper bag free.
Mary: Thank you.
Seller: Thank you too, ma'am.

Activities:

1. Study the conversation and the new words.

2. Retell the conversation as a narrative, beginning with the phrase: Meerí gaan da máakit.....

Suggestions for use:

Take a trip to the Central Market and do some shopping today. Use some Creole.

GO DA MÁAKIT

Lesn Éetiin

Béesik Kanvaséeshan:

Séla: We yu waan, Mis?
Meerí: Haaf dozn eg, wan paint a honí wan kwaat a pepíitos siid, an wan gyálan a yu fresh kuknát ail.
Séla: Óokee, Ma. Yu waan a put den íina wan beg ar yu ga yu oon?
Meerí: Put den íina wan beg fi mi. Húmoch fi évriting?
Séla: Mek a si...Den aal kom op tu fai dála an tóti-foo sens.
Meerí: Dat song hai tu mi. Yu shoo yu ad karék?
Séla: Yes, gyal. Óonli gi mi fai twénti-fai den, an tek di péepa beg frii.
Meerí: Tank yu.
Séla: Tank yu tu, Ma.

Nyuu Wod:

eg	'egg'	dozn	'dozen'
kuknát	'coconut'	paint	'pint'
ail	'oil'	kwaat	'quart'
kou	'cow'	gyálan	'gallon'
beg/bag	'bag'	sens	'cent(s)'
hai	'high'	séla	'seller'
karék	'correct(ly)'	ongs	'ounce'
honí	'honey'	frii	'free'
		pong	'pound'

Supplementary Conversation:

Vendor: What can I do for you?
Betty: Let me think what I want first, O.K.?
Vendor: Go right ahead, but remember if you want something and you don't see it on my stall, ask me before you go somewhere else.
Betty: I want a pound of potatoes, a half pound of carrots, cabbage, and tomatoes, a head of garlic, a hand of bananas, and a small sweet pepper.
Vendor: O.K., ma'am. Now just a minute, let me put all of them in a bag for you. Does that suit you?
Betty: Yes, go right ahead and do what you want, so long as I get some good vegetables from you.... How much does it all cost?
Vendor: $2.25, ma'am.
Betty: O.K. then. Thank you.
Vendor: Thank you too, ma'am.

Activities:

1. Study the conversation and memorize the new words.
2. Write yourself a shopping list and then practice purchasing those items.

Proverb:

Greediness chokes puppy.

Meaning: Don't be greedy because greediness makes you screw up.

Sóplimenchri Kanvaséeshan:

Vénda: We a ku du fi yu?
Betí: Mek a tink we a waan fos, óokee?
Vénda: Go rait hed, bot mémba ef yu waan éniting an yu no si an pan mi staal, aks mi bifóo yu go sónwe els.
Betí: A waan wan pong a pitéeta, haaf pong a kárats, kyábij, an tumáatis, wan hed a gyáalik, wan han a banáana, an wan smaal swiit pépa.
Vénda: Óokee, Ma. Nou jos wan mínit, mek a put aal a den íina wan beg fi yu. Dat suut yu?
Betí: Yes, go rait hed an du we yu waan, so lang az a ge som gud véjitabl fram yu....
Húmoch den kaas?
Vénda: Tuu fífti-faiv, Ma.
Betí: Óokee den. Tank yu.
Vénda: Tank yu tu, Ma.

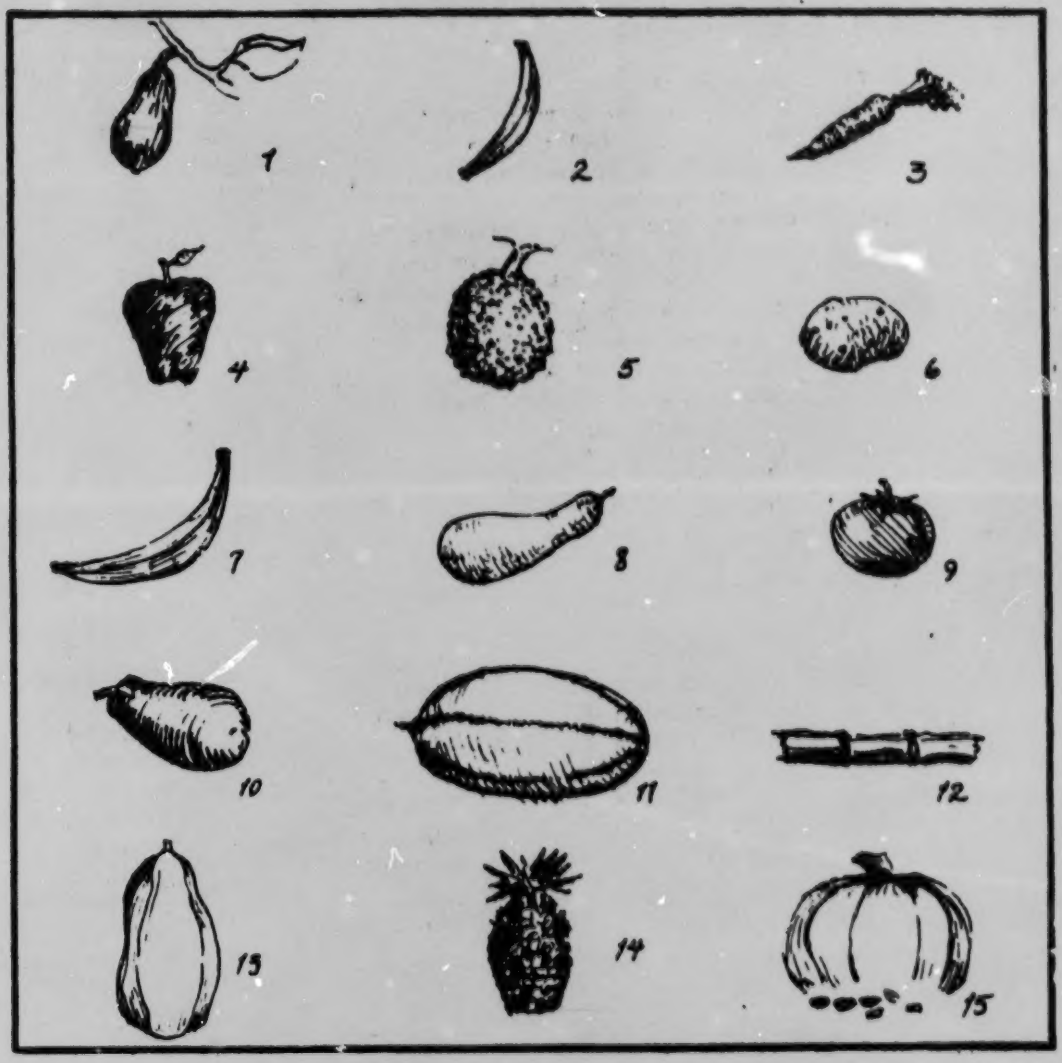
Nyuu Wod:

éniting	'anything/ something'	mémba	'remember'
		staal	'stall'
sónwe	'somewhere'	véjitabl	'vegetable'
pong	'pound'	pitéeta	'potato'
han	'hand'	kárats	'carrots'
hed	'head/ahead'	kyábij	'cabbage'
a	'of'	tumáatis/tomáato	'tomato(s)'
els	'else'	gyáalik	'garlic'
		pépa	'pepper'
		banáana	'banana'

Praváb:

Gríidi chook popí.

Supplementary Material: Some Fruits and Vegetables



Activities:

Match the fruits and vegetables on this page with their Creole names on the opposing page. Note that there are more names than pictures. Try to identify the remaining names with the corresponding fruit or vegetable. Make up your own list of new foods noting the Creole term.

Sóplimenchri Matíirial: Fruut An Véjitabl

A. kyábij _____

B. tumáatis _____

C. kárats _____

D. pitéeta _____

E. (shúga) keen _____

F. gyaadn eg _____

G. waatá mélan _____

H. bredfrúut _____

I. kóstad aapl _____

J. banáana _____

K. plaantín _____

L. aapl _____

M. kraabú _____

N. Mee plom _____

O. makóobi siid _____

P. hag plom _____

Q. papáaya/paapá/popá _____

R. maamí _____

S. kwash _____

T. sapadíli _____

U. paináapl _____

V. péa _____

ABOUT BARGAINING AT THE MARKET

Lesson Nineteen

Objective: to become familiar with bargaining.

Basic Conversation:

Butcher: What kind of meat are you looking for, girl?
Mary: Well, I want a piece of pork that doesn't have a lot of fat on it.
Butcher: Here is a nice piece. Is it all right?
Mary: Yes, I like that piece. Give me two pounds please. How much is it?
Butcher: Two dollars a pound.
Mary: Two dollars? You must be crazy! Meat is only $1.50 a pound at the most. I am not paying you more than that, or I am going somewhere else first.
Butcher: All right then, you win. I'll sell it to you for $1.50. Do you want it?
Mary: That sounds a little better. Give me the two pounds, then.
Butcher: O.K., ma'am.

Activities:

1. Study the conversation and memorize the vocabulary.
2. Ask the instructor and members of your family for a price list of items which you can use for shopping in the market.

Suggestions for use:

Go to the market. Try to bargain. Use bargaining as an opportunity to become personally involved with people while you shop It can be fun and interesting.

BOUT BÁAGIN DA MÁAKIT

Lesn Náintiin

Béesik Kanvaséeshan:

Bŭcha: We kain a miit yu di luk fa, gyal?
Meerí: Wel, a waan wan piis a pook we no ga plénti fat pan an.
Bŭcha: Si wan nais piis ya. Dis áarait?
Meerí: Yea, a laik da piis. Gi mi tuu pong, no. Húmoch far an?
Bŭcha: Tuu dála a pong.
Meerí: Tuu dálaz? Yu mósi plik! Miit da óonli dala an fífti sens a pong di moos. A no di pee yu no moo an dat, ar a gwain sónwe els fos.
Bŭcha: Áarait den, yu win. A wan sel yu fi dála an fífti. Yu waant an?
Meerí: Dat song lii béta. Gi mi di tuu pong, den.
Bŭcha: Óokee, den.

Nyuu Wod:

miit	'meat'	luk fa	'look for'
pook	'pork'	si...ya	'here is...'
plik	'crazy'	si...de	'there is...'
plénti	'plenty/a lot of'		
máakit	'market'		
báagin	'bargain'		

Note carefully how si ... ya and si ... de are used. E.g.

Si mi ya.	'Here I am.'
Si yu bredá ya.	'Here's your brother.'
Si mi hous de.	'There's my hous.'
Si yu pa de.	'There's your father.'

See Lesson 38 in the Grammar Handbook.

Activities:

1. Listen to the instructor read the dialogue, then read it yourself and ask questions about it.

2. Translate the dialogue as best you can. Note, however, that there are a number of new fruits which you probably aren't familiar with. Have the instructor describe them. Then as an outside activity go to the market and find out what each one of them is.

It is possible to bargain with some venders in the Central Market in Belize City as well as in some small shops and stores. But in order to bargain effectively you have to know the going prices for things. In other words, you have to know if the seller is asking too much for something, and you have to know not to bid excessively under the going price. The best way to learn the prices is to ask Belizeans you are acquainted with, especially those who shop in the market, and to walk around checking out prices with different sellers.

Don't be afraid to bargain. Remember no vender is going to undersell an item. He'll always make himself some profit. It won't hurt to make an attempt to bargain because some people will first ask a price over the going rate.

Proverb:

Don't exchange a black dog for a monkey.

Meaning: Don't trade what you already have for something worse.

Sóplimenchri Kanvaséeshan:

Meerí: Den ga wan lata fruut da máakit dis máanin, Babzí. A da waan bai som.
Babzí: Wich wan yu waan den?
Meerí: A no noo kaaz da di fos taim a di si den.
Babzí: Mek a tel yu den. Di big rédish bróngish wan da kóstad aapl, di smaal yéla wan da kraabú, di wan neks tu an da Mee plom, di bíga wan den da góolin plom, an da wan óova de da hag plom. Wel, a wúda laik fi tees di kraabú, so mek wi bai an.
Meerí: Mistá, hou yu sel yu kraabú?
Sèla: Fífti sens a kwaat.
Meerí: A no ga dat. A óonli ga fáati sens.
Babzí: Noo, dat tumóch. Óova de da toti-fai sens. Mek wi go de.
Sèla: Óokee den, gi mi tóti-fai sens far an.

Nyuu Wod:

bai	'buy'		fruut	'fruit'
tees	'taste'		aapl	'apple'
kraabú	'craboo: a kind of fruit'		plom	'plum'
			bróngish	'brownish'
			kóstad	'custard'
			góolin	'golden'
			hag	'hog'

Praváb:

No cheenjí blak daag fu monkí.

GOING TO THE POST OFFICE

Lesson Twenty

Objective: to be able to mail letters and packages, and buy stamps.

Activities:

1. Listen to the instructor read the operation (or set of commands). Ask questions about what you don't understand, and then answer questions the instructor asks.

2. As the teacher dictates the operation again slowly, transcribe it in Creole with your book closed.

3. Translate the operation into English and write it in the space above.

4. Now change the operation into a narrative beginning with the sentence Jaaj ge wan piis a péepa .....

5. Practice giving each other short commands relevant to letter writing and mailing.

Reference:

Review Lesson 28 on imperatives in the Grammar Handbook.

GWAIN DA DI POOS ÁAFIS

Lesn Twéni

Béesik Aparéeshan: POOS WAN LÉTA

Ge wan piis a péepa.
Pik op wan pen ar pensl.
Tink bou we yu waan se.
Rait an dong pan di péepa.
Riid an agén fu si ef i ga aal yu waan.
Sain an, an fool an.
Put an íina di énveloop an ajrés an.
Mek shoor yu ga di ajrés karék.
Ker an da di Poos Áafis pan Naat Front Schriit.
Kech di lain fu go da di stamp klaak.
Go da di fos klaak we frii.
Shoo an yu léta.
Aks an húmoch i kaas fu meel it eaméel.
Pee fu di stamp den we i tel yu dat yu niid.
Go da wan a di hai teebl den.
Stik aan di stamp den.
Ker di léta da di dipázit baks we maak "Foreign Air Mail".
Poos an.

Nyuu Wod:

poos	'post'	póostal	'postal'
Poos Áafis	'Post Office'	reet	'rate'
péepa	'paper'	léta	'letter'
pensl	'pencil'	tink	'think'
piis	'piece'	bou(t)	'about'
énveloop	'envelope'	rait	'write'
ajrés	'address'	riid	'read'
klaak	'clerk'	fool	'fold'
meel	'mail'	ker	'carry/take'
baks	'box'		

Supplementary Conversation I:

George: Please tell me how much it'll cost to post these letters to the States?
Postal Clerk: Let me see them because I have to weigh them first... All of them together will cost you $1.75.
George: I want to buy some stamps too. What is the rate to send letters air mail to the States?
Postal Clerk: Only 35 cents for the first ounce.
George: Then, give me ten 35-cent stamps.
Postal Clerk: That's all you want?
George: Yes, ma'am.
Postal Clerk: Well, that will cost you $5.25 total.
George: Here it is then. Thank you, ma'am.
Postal Clerk: You're always welcome.

Activities:

1. Study the dialogue and memorize the new words.

2. Practice the last 6 lines of the dialogue with various prices.

Suggestions for use:

Go to the Post Office, mail some letters, buy some stamps, listen to the Creole, and use some yourself.

Sóplimenchri Kanvaséeshan I:

Jaaj: Pliiz tel mi húmoch i wan kaas fi poos dénya léta da di Steets?

Poostál Klaak: Mek a si den kaaz a háfu wee den fos... Aal a den tugéda wan kaas yu wan dála an sémti-fai sens.

Jaaj: A waan bai som stamp tu. We da di reet fi sen léta éameel da Steets?

Poostál Klaak: Óonli tóti-fai sens fi di fos ongs.

Jaaj: Den, gi mi ten tóti-fai sens stamp.

Poostál Klaak: Dat da aal yu waan?

Jaaj: Yes, Ma.

Poostál Klaak: Wel, dat wan kaas yu fai dála an twéni-fai sens tóotal.

Jaaj: Si ya den. Tank yu, Ma.

Poostál Klaak: Yu áaweez wélkom.

Nyuu Wod:

wee	'weigh'	tugéda	'together'
weet	'weight'	tóotal	'total'
sen	'send'	dénya	'these'
éameel	'air mail'		

Activities:

1. Listen to the instructor say the dialogue, then ask questions about it.
2. Translate it into English.
3. Dramatize a similar situation with one student mailing a parcel and another acting as the clerk.

Translation:

Proverb:

Rockstone at the river bottom doesn't know the heat of the sun.

Meaning: Someone from a limited environment doesn't know about other places and things, so shouldn't talk about them.

Sóplimenchri Kanvaséeshan II:

Papí:	Mistá, we i wan kaas fi meel wan pákij da Bótswana?
Poostál Klaak:	We dat de? A néva yer dat bifóo.
Papí:	Bótswana de íina sódan Áfrika.
Poostál Klaak:	Óokee den. Fi di fos ten ongs i wan kaas yu síxti sens, an iich adíshanal ongs áfta dat i wan kaas fíftiin sens. Yu andastán?
Papí:	Yaa, bot dat da eaméel?
Poostál Klaak:	Shoo. Srfis meel kaas les an i tek wan lánga taim tu.
Papí:	Nou a andastán yu. Wel, a waan poos dis pákij so tel mi húmoch i wan kaas.
Poostál Klaak:	Mek a si... Dis wan kaas yu náintiin dála an ten sens. Dat áarait?
Papí:	Yes, Sa. Go rait hed an meel an fi mi. Tank yu fi aal dat.
Poostál Klaak:	Dat da notn. Si yu wan ada taim. Babái.

Nyuu Wod:

pákij	'package'	iich	'each'
srfis	'surface'	adíshanal	'additional'
sódan	'southern'	les	'less'

Praváb:

Rakstóon da ríba bátam no noo son hat.

MAKING A CALL IN THE TELECOMMUNICATIONS OFFICE

Lesson Twenty-One

Objective: to be able to make local and long distance calls in the Telecommunications Office.

Basic Operation:

Go to the phone booth marked 'local calls' outside of the Office.
Read the instructions on the box.
Call the clerk if you don't understand or if you have any trouble.
Pick up the receiver.
Drop in your shilling.
Listen for the dial tone.
Dial your number.
Listen for the ringing tone.
Ask for who you want to talk to.
Talk for 3 minutes.
Tell them 'goodbye'.
Hang up the receiver.
Move away from the phone booth to let somebody else use it.

Activities:

1. Listen to the teacher give the instructions. Repeat them. Then practice giving them and similar ones among yourselves.

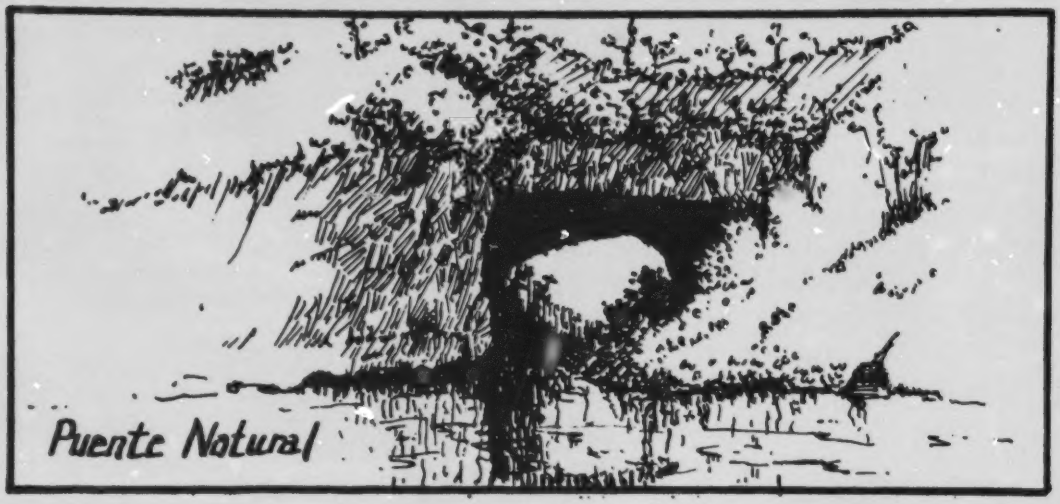
2. Rewrite the operation in the form of a dialogue where Meerí is saying to the klaak: Sa, a waan mek wan lóokal kaal, hou a ku du dat?.....

Suggestions for use:

The first chance you get, go make a call in the Telecommunications Office on Regent Street near Bishop Street.

FI MEK WAN KAAL ÍINA DI TELIKOMYUNIKÉESHAN ÁAFIS

Lesn Twéni Wàn



Béesik Aparéeshan:

Go da di foon buut we maak 'lóokal kaal' outsáida di Áafis.
Riid di inschrókshan pan di baks.
Kaal di klaak ef yu no andatán ar ef yu ga éni chrobl.
Den pik op di risíiva.
Jrap iin yu shíling.
Lisn fi di dáyal toon.
Dáyal yu nómba.
Lisn fi di ríngin toon.
Aks fi huu yu waan taak tu.
Taak fi chrii mínits óonli.
Tel an 'babái'.
Hang op di risíiva.
Jraa we fram di foon buut fi mek sombadí els yuuz an.

Nyuu Wod:

kaal	'call'	risíiva	'receiver'
foon	'phone'	yuuz	'use'
(teli)fóon	'telephone'	maak	'mark(ed)'
lóokal	'local'	inschrókshan	'instruction'
buut	'booth'	dáyal	'dial'
toon	'tone'	shíling	'shilling (25c)'
jrap	'drop'	jraa	'draw, move'

Supplementary Conversation:

George: Miss, I would like to make an overseas call to California. What must I do?
Clerk: Just go in one of the booths over there and pick up the phone. The operator will come on and then you give him/her the number. When you have told him/her the number, hang up and wait. When he/she gets your number the phone will ring. Answer it because that means your call is ready.
George: How much is it and where do you pay?
Clerk: The rate is $15.85 for three minutes to call California. So after you finish your call, come back to me and I will tell you the cost.
George: Thank you for your kind service.
Clerk: You're welcome, Sir.

Activities:

1. Study the dialogue and memorize the new words.
2. Rewrite the dialogue as a set of instructions on how to call long-distance.

Note that don is both a verb meaning 'finish' and the perfective aspect particle. Cf. Lesson 23 in the Grammar Handbook.

Proverb:

This time doesn't stand like before time.

Meaning: Things aren't like they used to be.

Sóplimenchri Kanvaséeshan:

Jaaj: Mis, a wúda waan mek wan oovasíiz kaal da Kalifóonia. We a mos du?

Klaak: Jos go íina wan a den buut óova de an pík op di foon. Di aparéeta wan kom aan an den yu gi an di nómba. Wen yu don tel an di nómba, hang op an weet. Wen i ge yu nómba di foon wan ring. Ánsa an kaaz dat miin yu kaal rédi.

Jaaj: Húmoch i kaas an wepáa yu pee?

Klaak: Di reet da fíftiin dála an éeti-fai sens fi chrii mínits fi kaal Kalifóonia. So áfta yu don yu kaal, kom bak tu mi an a wan tel yu di kaas.

Jaaj: Tank yu fi yu kain sáavis.

Klaak: Yu wélkom, Sa.

Nyuu Wod:

wúda	'would'	pee	'pay'
kom aan	'come on'	oovasíiz	'overseas'
weet	'wait'	buut	'booth'
don	'finish'	oporéeta/ aparéeta	'operator'
ánsa	'answer'		
sáavis	'service'	pík op	'pick úp'
wepaa(t)	'where'	nómba	'number'

Praváb:

Dísya taim no tan láka bifó taim.

AT THE BANK

Lesson Twenty-Two

Objective: to be able to change money and do basic transactions in the bank.

Basic Conversation:

Teller: What could I do for you, Sir?
Roger: I want to change some American money to Belize money. Please tell me what is the rate you change it for?
Teller: You get two Belize dollars for one American dollar.
Roger: O.K. then. Here is $100 American. I want to change them to Belize money, and I would prefer that you give me small notes if you could do that.
Teller: Sure, I can do that for you.
Roger: O.K. then. Thank you.
Teller: Here is your $200 Belize. It was a pleasure to serve you, Sir.

Activities:

1. Study the conversation and the new words.

2. Re-do the conversation changing Belize dollars to Mexican pesos at the rate of 10 pesos per Belize dollar. Then, re-do the conversation changing the pesos to American dollars at the rate of 20 pesos per American dollar.

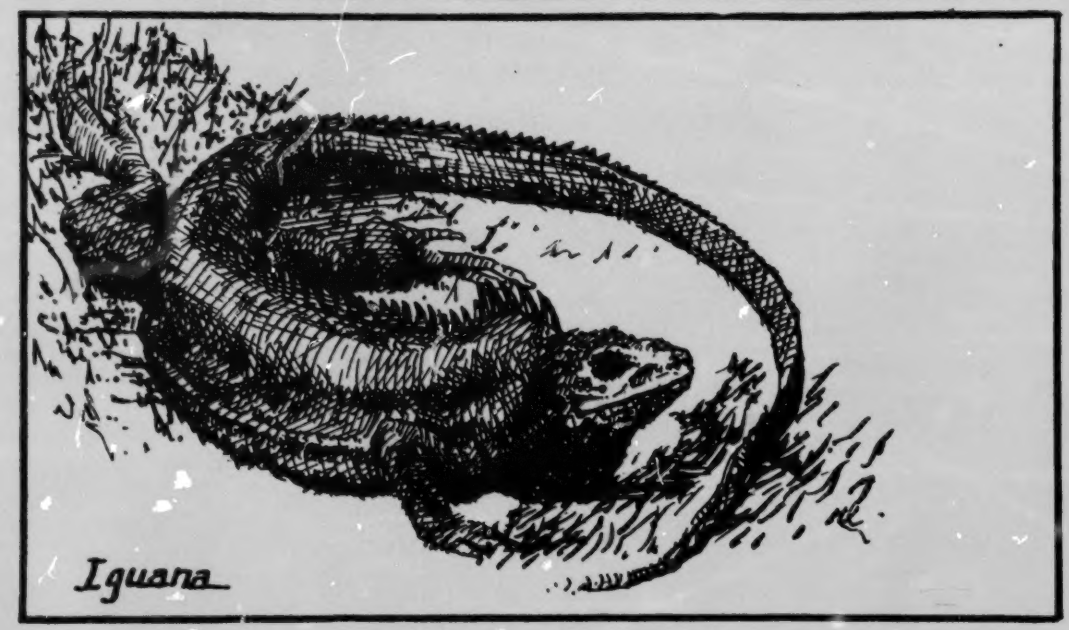
Suggestions for use:

Go to the bank and try making some basic transactions.

> Banks and shops change cash at the rate of one American dollar to two Belize dollars. However in the banks and hotels there is usually a small charge for changing checks (e.g. Traveller's check) to Belize money.

DA BANK

Lesn Twéni Tuu



Béesik Kanvaséeshan:

Téla: We a ku du fi yu, Sa?
Rajá: A waan cheenj som Amérikan moní tu Bilíiz moní. Pliiz tel mi we da di reet únu cheenj an fa?
Téla: Yu ge tuu Bilíiz dála fi wan Amérikan dála.
Rajá: Óokee den. Si wan hónjrid dála Amérikan ya. A waan cheenj den tu Bilíiz moní, an a wúda prífa se yu gi mi smaal noot ef yu ku du dat.
Téla: Shoo, a ku du dat fi yu.
Rajá: Óokee den. Tank yu.
Téla: Si yu tuu hónjrid dála Bilíiz ya. I da mi wan pléja fi saav yu, Sa.

Nyuu Wod:

moní	'money'	prífa/prifáa	'prefer'
noot	'note'	pléja	'pleasure'
téla	'teller'		

Supplementary Operation:

Go into the bank.
Go to the window that says 'new accounts'.
Join the line if there is one.
Wait your turn.
Tell the teller that you want to open a savings or checking account.
Fill out the forms properly.
Sign them at the bottom where it's marked 'signature'.
After you have signed them, give them back to the teller.
Give him/her your money to deposit.
Wait for your bank book.
Check it to see if it's correct.
Go home feeling safe now that your money is in the bank and not in your pocket.

Activities:

1. Listen to the teacher give the instructions, and ask and answer questions about them.

2. Then transcribe them as the teacher dictates them.

3. Rewrite the instructions in the form of a dialogue that begins with Sánjra saying to the téla: A wúda waan oopm wan bank akónk.

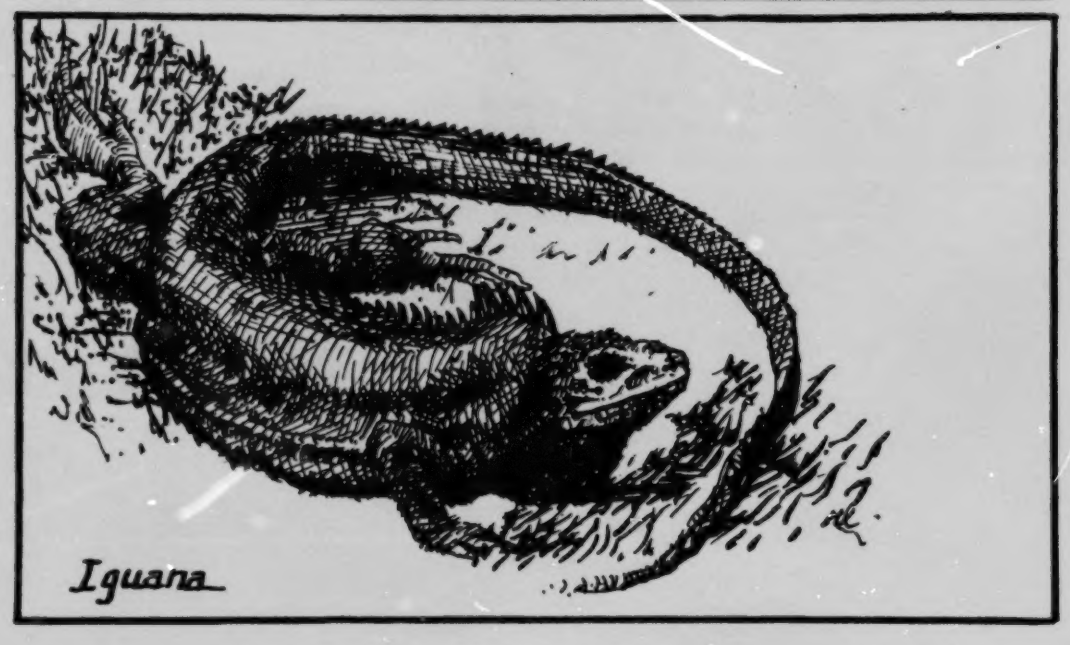
Proverb:

One by one okra fills basket.

Meaning: Step by step you achieve your goal.

DA BANK

Lesn Twéni Tuu



Béesik Kanvaséeshan:

Téla: We a ku du fi yu, Sa?
Rajá: A waan cheenj som Amérikan moní tu Bilíiz moní. Pliiz tel mi we da di reet únu cheenj an fa?
Téla: Yu ge tuu Bilíiz dála fi wan Amérikan dála.
Rajá: Óokee den. Si wan hónjrid dála Amérikan ya. A waan cheenj den tu Bilíiz moní, an a wúda prífa se yu gi mi smaal noot ef yu ku du dat.
Téla: Shoo, a ku du dat fi yu.
Rajá: Óokee den. Tank yu.
Téla: Si yu tuu hónjrid dála Bilíiz ya. I da mi wan pléja fi saav yu, Sa.

Nyuu Wod:

moní	'money'	prífa/prifáa	'prefer'
noot	'note'	pléja	'pleasure'
téla	'teller'		

Supplementary Operation:

Go into the bank.
Go to the window that says 'new accounts'.
Join the line if there is one.
Wait your turn.
Tell the teller that you want to open a savings or checking account.
Fill out the forms properly.
Sign them at the bottom where it's marked 'signature'.
After you have signed them, give them back to the teller.
Give him/her your money to deposit.
Wait for your bank book.
Check it to see if it's correct.
Go home feeling safe now that your money is in the bank and not in your pocket.

Activities:

1. Listen to the teacher give the instructions, and ask and answer questions about them.

2. Then transcribe them as the teacher dictates them.

3. Rewrite the instructions in the form of a dialogue that begins with Sánjra saying to the téla: A wúda waan oopm wan bank akónk.

Proverb:

One by one okra fills basket.

Meaning: Step by step you achieve your goal.

Sóplimenchri Aparéeshan:

Go íina di bank.
Go da di wínda we se 'nyuu akónk'.
Jain di lain ef wan de.
Weet yu ton.
Tel di téla se yu waan oopm wan séevinz ar chékin akónk.
Ful out di faam den prápali.
Sain den da di bátam we i maak 'sígnicha'.
Áfta yu don sain den, gi di téla den bak.
Gi an yu moní fi dipázit.
Weet fi yu bank buk.
Chek an fi si ef i karék.
Go hoom an fiil seef nou dat yu moní de íina di bank an no íina yu pákit.

Nyuu Wod:

akónk	'account'	maak	'mark(ed)'
wínda	'window'	de	'there is/ there are'
jain	'join'		
ton	'turn'	weet	'wait'
faam	'form'	oopm	'open'
sígnicha	'signature'	séevin(g)z	'savings'
pákit	'pocket'	chékin(g)	'checking'
seef	'safe'	ful	'fill/full'
karék	'correct'	dipázit	'deposit'
buk	'book'	prápali	'properly/ correctly'

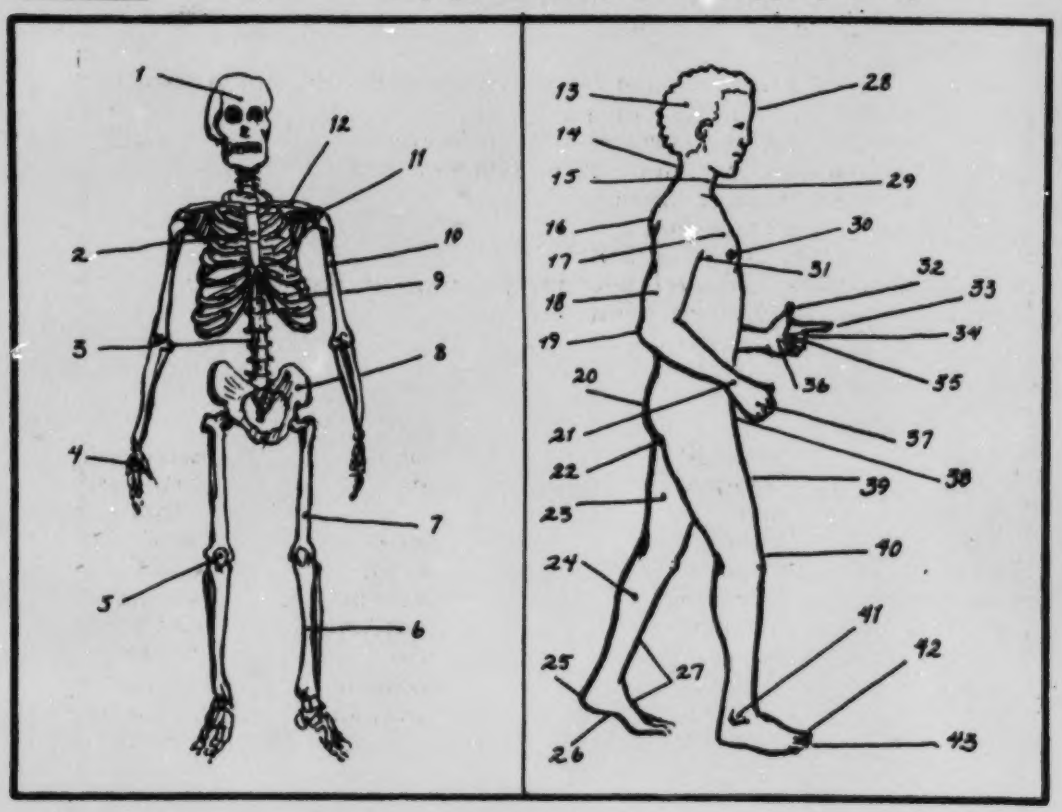
Praváb:

Wan wan ókro ful baaskít.

BODY PARTS

Lesson Twenty-Three

Objective: to know the body parts and use them appropriately.



Activities:

1. Memorize the new words. Make sure you pronounce them correctly and understand their semantic ranges which may differ from the corresponding English form. Discuss the body part words with the instructor.

2. Indicate the body part designated by each Creole word by putting the appropriate number in the blank to the right of each body part term.

BÁDI PAAT

Lesn Twéni Chrii

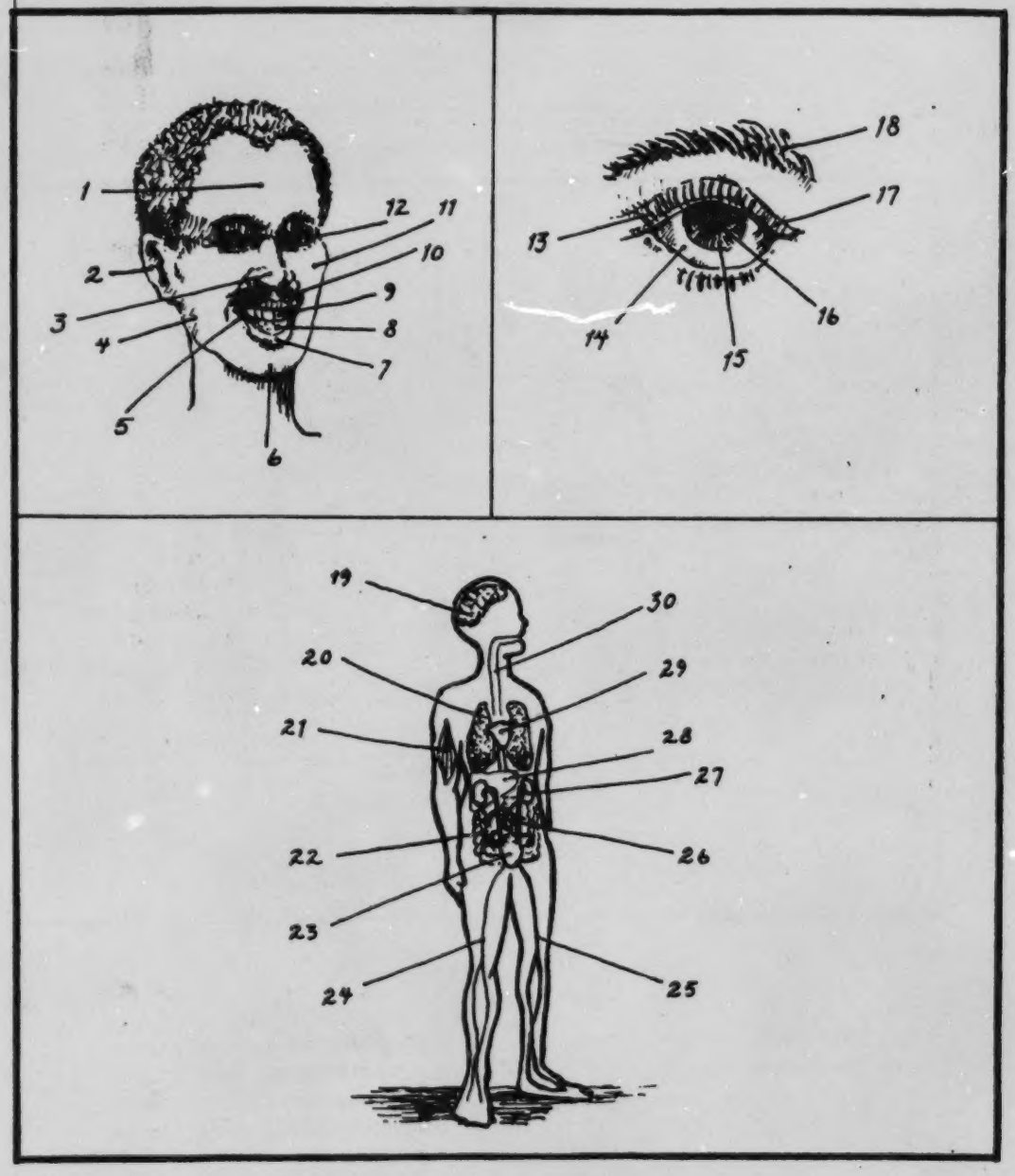
BÁDI

hed ____
(s)kin ____
héa/heer ____
nek ____
nek bak ____
chroot/choot ____
bak ____
ches ____
bres/titi/bobí/tóotos ____
titi paint/nipl ____
(s)túmok/béli ____
neebl ____
wees ____
hip ____
batóks/bátam/aas/ ____
baksáid/batí/raas
batí hool ____
aam ____
aampít/ánda aam ____
élbo ____
ris ____
han ____
paam/han íinsaid ____
nokl ____
fínga ____
fínga neel ____
tom ____
fis ____
kóbij hool ____

leg ____
tai ____
nii ____
fut ____
kaaf ____
ankl ____
ínstep ____
too ____
too neel ____
hiil ____
fut bátam ____
baalz/siid/toon ____
piiníz/píli/tíli/wilí/ ____
dik/kak/piitá/chaalí
bred/chiichí/snaat/ ____
tootós/pook/kont/kwashí/
kunú/pusí/buguná

BOON AN SKÉLINGTAN

skol ____
rib ____
shólda bleed ____
kála boon ____
bak boon ____
ches boon ____
hip boon ____
han boon ____
aam boon ____
leg boon ____
nii kyap ____
shenk ____



Note that leg means 'upper leg', fut means 'lower leg and foot', hed means 'head and hair of the head', and jaa means 'jaw and cheek'.

HED AN FEES

eez ____
fárid ____
nooz ____
noozhóol ____
mout ____
tiit ____
lip ____
tong ____
chin ____
jaa ____
béad ____
wískaz ____
mushtásh ____
yay/ay ____
yaylásh ____
yaybróu ____
yaybáal ____
yaylíd ____
pyupl ____
áiris ____

TING WE KOM ÓUTA DI BÁDI

piipí/wiiwí/pis
pupú/kaká/nómba tuu/shit/weks
pum/win/faat
nooznáat/bubú bret
spit/baabá yaan
(eez) waks sniiz
kool kaaf
spens/kom belch/brp
piirád/menschréeshan

FINSAID AN ÁAGAN

breenz ____
longz ____
líva ____
kídni ____
(gaal) bláda ____
haat ____
blod ____
vesl ____
veen ____
áachri ____
mosl ____
flesh ____
gots ____
lígament/sínyuu ____
apéndiks ____

ÁNIMAL BÁDI PAAT

haan ____
wing ____
feda ____
biik ____
bil ____
klaa ____
huf ____
fin ____
skeel ____
ínschrals ____
chraip ____

Supplementary Phrases:

My _____ is itching me.
I am scratching my _____.
I hurt my _____.
My _____ is hurting me.
It hurts me in my _____.
I am touching my _____.
I have pain in my _____.
My _____ is paining me.
I feel pain in my _____.
My _____ feels _____.
Does your _____ hurt (pain, itch) you?
What hurts (pains) you?
Where does it hurt (pain) you?
Where do you feel the pain?

Activities:

1. Memorize the phrases and new words; ask and answer questions about them.

2. Practice using the phrases with each other, filling in the blanks appropriately. Try a doctor-patient role-play.

3. Change mi, a and yu to i.

Proverb:

Coward man keeps sound bones.

Meaning: Discretion is the better part of valor.

Sóplimenchri Freez:

Mi _____ di iich mi.
A di krach mi _____.
A hat mi _____.
Mi _____ di hat mi.
I hat mi íina mi _____.
A di toch mi _____.
A ga peen íina mi _____.
Mi _____ di peen mi.
A fiil peen íina mi _____.
Mi _____ fiil _____.
Yu _____ hat (peen, iich) yu?
Da we hat (peen) yu?
Da we i hat (peen) yu?
Da we yu fiil di peen?

Nyuu Wod:

hat	'hurt'	fiil	'feel'
peen	'pain'	krach	'scratch'
iich	'itch'		

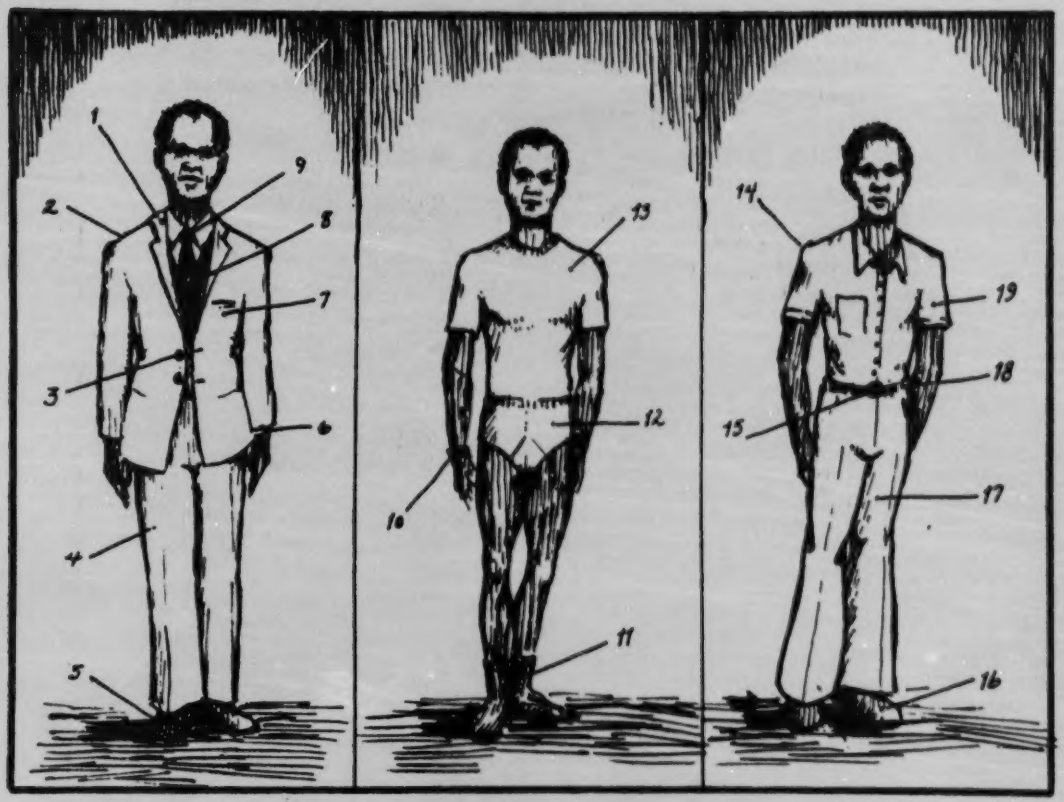
Praváb:

Kówad man kip song boon.

CLOTHING

Lesson Twenty-Four

Objective: to know the names of articles of clothing and how to use them.



Activities:

1. Study the new words. Memorize them and learn to pronounce them correctly.

2. In the blanks, fill in the corresponding English word and the appropriate number from the illustrations (if one occurs).

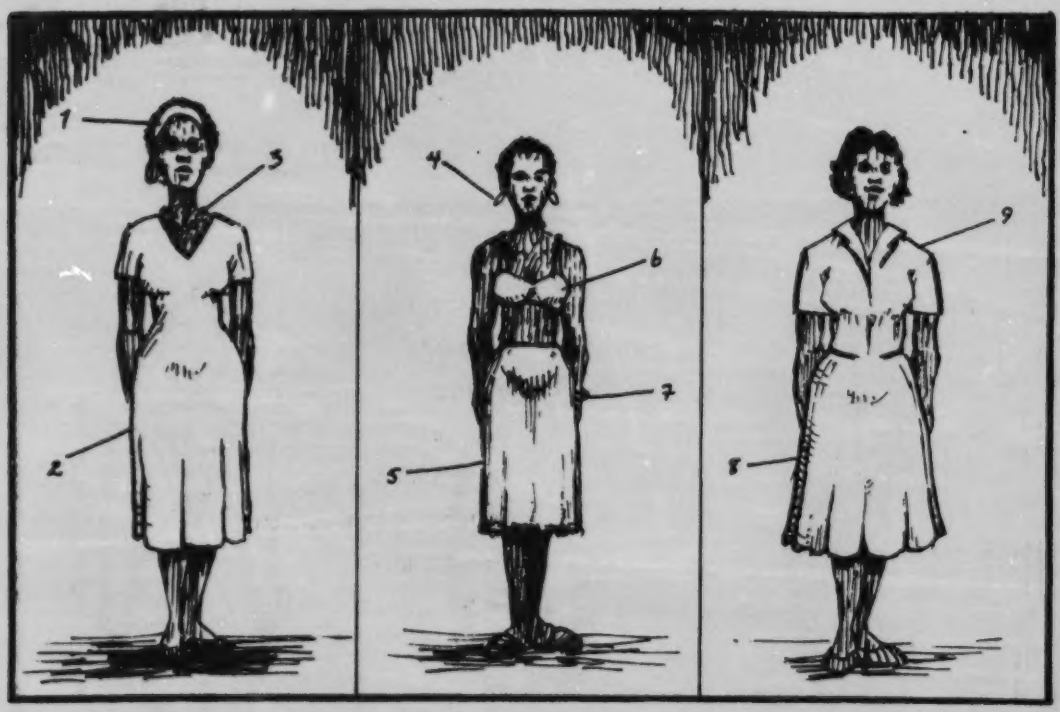
3. In the classroom describe each other's clothing.

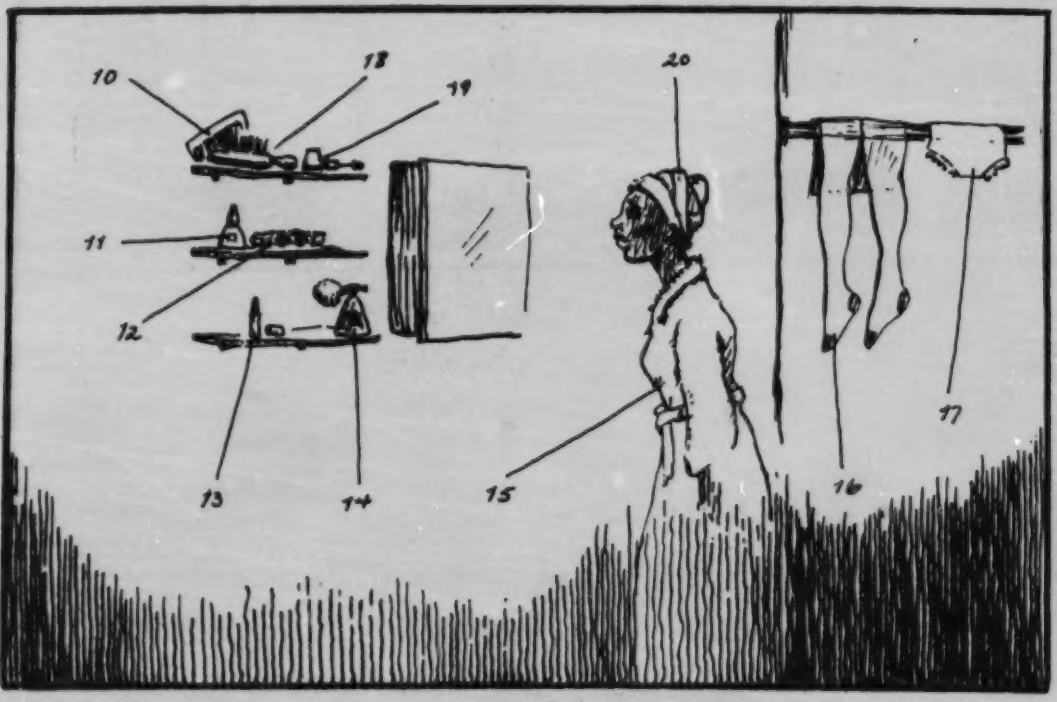
KLÓODIN

Lesn Twéni Foo

Béesik Klóodin Wod:

hat	_____	jiinz	_____
kyap	_____	chrouzáz	_____
shuuz	_____	andashót	_____
shuuzléesn	_____	swetá	_____
shuuzsóol	_____	pijaamá	_____
shuuzhíil	_____	baachróob	_____
buuts	_____	baatsúut/baachrónk	_____
sandálz	_____	yúunifam	_____
ténis/saal fízik	_____	belt	_____
slípaz	_____	bokl	_____
saks	_____	tai	_____
glovz	_____	pákit	_____
pants	_____	kof	_____
shot	_____	sliiv	_____
ves	_____	lap(él)	_____
suut	_____	botn	_____
koot	_____	wach	_____
spootkóot	_____	wálit	_____
reenkóot	_____	wayabéera	_____
oovakóot	_____	chachachá	_____
jákit/jékit	_____		
klook	_____		
shaal	_____		
ombréla/hambréla	_____		


1
3
2
4
6
7
5
9
8


10
18
19
20
11
12
13
14
15
16
17

frak _____
jres _____
skrt _____
slip _____
blouz _____
kotóng _____
bra/braséa _____
pantí _____
gong _____
naitgóng _____
skaaf _____
swash _____
katá _____
tŕban _____
hankí _____
sent/prfyúum _____
maskáara _____
lipstík _____
koom _____
brosh _____
neel pálish _____
roolá(z) _____
pos _____
nékles _____
ring _____
banglz _____
gláasiz _____
eezríng/ eeríng _____

klóodin(g) _____
klooz _____
gáament _____
klaat _____
matíirial _____
rag _____
katn _____
wul _____
kyánvas _____
naylón _____
poliyésta _____
wáshin _____
dotí klooz _____
blankít/blenkít _____
shiit _____
píla _____
dayápa/napí/ napkín _____
chrapóolin _____
kotóng _____

Supplementary Phrases:

I am dressing (myself/somebody).
I am getting dressed.
I am changing my _____.
I am putting on my _____.
I am taking off my _____.
I am wearing new _____ today.
I am trying on a new _____.
My _____ (doesn't) fit me.
I am putting _____ on _____.
I am taking _____ off of _____.
I am washing (cleaning, ironing) my _____.

Activities:

1. Memorize the phrases and new words.

2. Practice the phrases filling in the blanks appropriately.

3. Change a to i, then to di úman, then to den, then to wi, then to yu, then to únu, etc. Be sure to make any necessary agreement changes as well.

4. Change the progressive di to mi di, to wan, to wan di, to don, to mi don, to mi don di, to wan don di, and to mi wan don di. See Lessons 21-25 in the Grammar Handbook.

5. Try writing a dialogue based on some of the phrases above.

Proverb:

'Borrowgumbe' doesn't pay until daylight.

Meaning: Some people borrow without any intentions of paying back.

or Don't depend on borrowing to serve your needs - be self-reliant.

Sóplimenchri Freez:

A di jres (misélf/sombadí).
A di ge jres.
A di cheenj mi _____.
A di put aan mi _____.
A di tek aaf mi _____.
A di wéa nyuu _____ tidé.
A di chrai aan wan nyuu _____.
Mi _____ (no) fit mi.
A di put aan _____ pan _____.
A di tek aaf _____ áafa _____.
A di wash (kliin, áyan) mi _____.

Nyuu Wod:

jres	'dress(ed)'	wéa/weer	'wear'
cheenj	'change'	kliin	'clean'
put aan	'put on'	áyan	'iron'
tek aaf	'take off'	néekid	'naked, undressed; expose yourself'

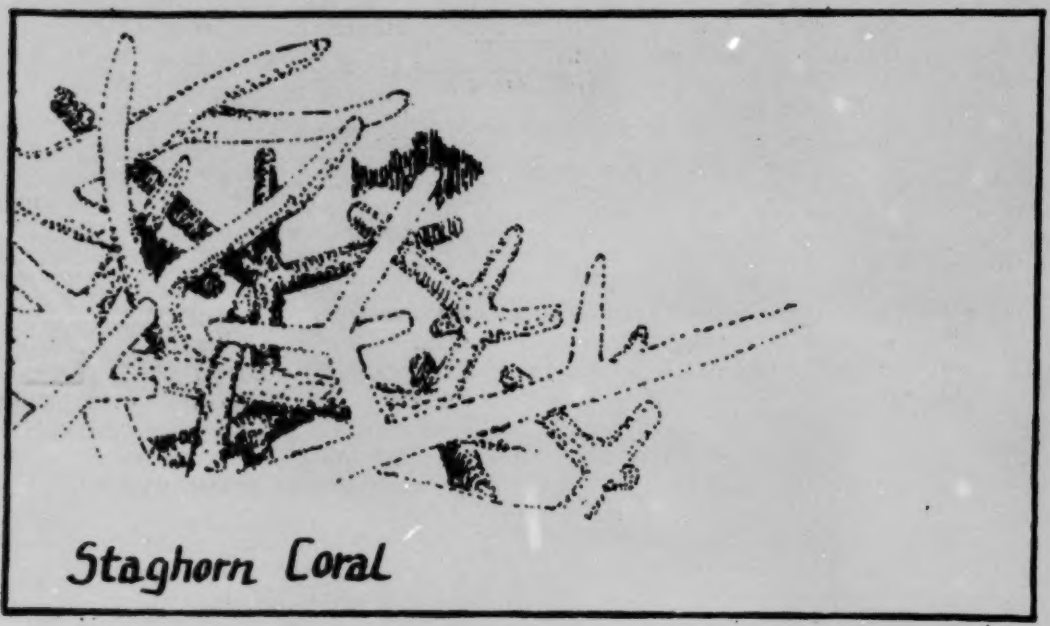
Praváb:

Báragumbe no pee (plee) sotée deeláit.

HEALTH

Lesson Twenty-Five

Objective: to learn about common ailments in Belize and the Creole view of health.



Activities:

1. Read the narrative over, then listen to the teacher read it. Discuss it thoroughly, asking and answering questions both about the content and the grammar.

2. Memorize the new vocabulary.

3. Discuss other diseases and health problems not mentioned in the narrative; for example, malaria, yellow fever, insect bites and snake bites.

Suggestions for use:

Talk to the instructor, your family, and other Belizeans you know about common health problems in Belize.

HELT

Lesn Twéni Faiv

Béesik Náarativ:

Káman dizíiz we afék di pikní den da miizl, chikn paks, an momps. Houéva, plénti a di yong pikní den ge vaksinéeshan chruu di góvament médikal sáavis gens den. Aal yéa rong kool, kaaf, an di fluuz káman íina di pikní den, spéshali íina di kúula mont fan Novémba tu Maach. Nowadéez sîknis we kaaz séeka bad dáyet moo káman. Som a dénya da dísinchri, ritáadid groot, bad tiit, pof béli, an óova aal wíiknis.

Íina di leet tiinz moos pipl luk háati, an siim fi injái gud helt. Di káman sîknis den da kool an di fluuz. Bouts a bad-béli, (shitnz, beli-wóks, dayaréa) áalso káman wid tiinéeja, jos laik wid ébribadi els.

Wen pipl staat fu ge óola den íizi fi kech kránik éelment laik haat chrobl, hai an loo blod présha, haipoténshan, dayabíitis, schrook, aatráitis, an kyánsa. I luk laik nowadéez pipl sófa fan dénya dizíiz moo dan bifóo. Az di óola pipl áalweez se dat di yong pipl den no tek gud kyaa a densélf atáal den dee ya.

Basic Narrative:

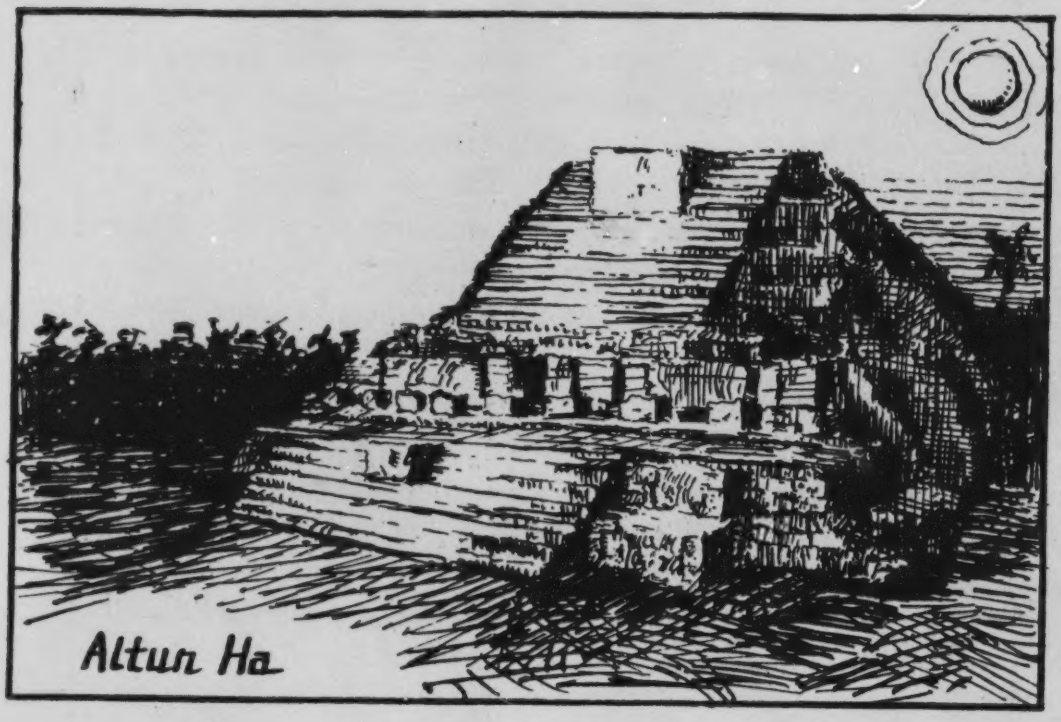
Common diseases that affect children are measles, chicken pox, and mumps. However, many young children get vaccinations against them through the government medical service. All year round colds, coughs, and the flu are common in children, especially in the cooler months from November to March. Nowadays sicknesses that are caused by prolonged bad diet are more common. Some of these are dysentery, retarded growth, bad teeth, distended stomach, and overall debility.

In the late teens most people look hearty and seem to enjoy good health. Common sicknesses, then, are colds and the flu. Bouts of 'bad belly' ('shitens', 'belly works', 'diarrhea') are also common with teenagers, just like with everybody else.

When people start to get older they get more susceptible to chronic ailments like heart trouble, high and low blood pressure, hypertension, diabetes, strokes, arthritis, and cancer. It seems like nowadays people suffer from these diseases more than before. As the older people always say the young people don't take good care of themselves at all these days.

Nyuu Wod:

helt	'health'
hélti	'healthy'
háati	'hearty'
sik	'sick'
dizíiz	'disease'
éelment	'ailment'
kool	'cold(s)'
fluuz	'flu'
kaaf	'cought'
dáyet	'diet'
disínchri	'dysentary'
ritáadid	'retarded'
groo(t)	'grow(th)'
sófa	'suffer'
pof béli	'distended stomach'
wíikness	'weakness, disability'
médisn	'medicine'
médikal	'medical'
dákta	'doctor'
nrs	'nurse
fáamasis	'pharmacist'
fáamasi	'pharmacy'
jrogstoó(r)	'drugstore'
kansólt	'consult'
tánik	'tonic'
sorosí/serosí	'an herb medicine
drt	' "dirt": body poisons'
íizi fi kech	'susceptible'
aváid	'avoid'
madaréeshan	'moderation'
bail	'bile'
eksés	'excess'
spázam	'spasm
nórish	'nourish'
egzŕshan	'exertion'
bálans	'balance'
tiinéeja	'teenager'
gens	'against'
kaaz	'cause(d)'
séeka	'because of'
proláng	'prolonged'
tiinz	'teens'
bad béli/ shitnz/ béli woks/ dayaréa	'diarrhea'
hai	'high'
loo	'low'
présha	'pressure'
wéa	'wear'
vaksinéeshan	'vaccination'
haipoténshan	'hypertension'
dayabíitis	'diabetes'
aatráitis	'arthritis'
kyánsa	'cancer'
líka	'liquor'
bliich	'stay out late at night'
aafm	'often'
vais	'vice(s)'
haad	'hard'
saat	'sort'
déeri	'dairy'
pródok	'product'
féevrit	'favorite'
skeel	'scale'
shrob	'shrub'
shúda	'should'
shúdn	'shouldn't'
mait	'might: it's possible that'
máita	'ought to'
jraaf	'draft'
schrentn	'strengthen'
ekspíirens	'experience(d)'
síknis	'sickness: disease'
schrook	'stroke'
prj	'purgative'



Activities:

1. Read the narrative. Then listen to the instructor read it a couple of times. Discuss it thoroughly.
2. Translate it.
3. Study Lesson 31 in the Grammar Handbook on model particles.

Proverb:

If it is to happen, let it happen.

Sóplimenchri Náarativ:

Íina di Kriól vyuu, den ga tuu steet: helt (hélti) an síknis (sik).

'Stee hélti', 'aváid síknis', an 'tek kyaa a di bádi' aal miin di seem ting. Fi stee hélti yu háfu du ting íina madaréeshan. Ef yu jrink tumóch líka, stee out leet da nait ('bliich') tu aafm, 'plee rong' ar 'mes wid' tumóch úman, den yu di mek yusélf soséptibl tu dizíiz (síknis). Láikwaiz, ef úman wéa skímpi jres da nait di mek i íizi fi kech wan jraaf, den di luk fi síknis tu.

Dis no óonli aplái tu pásibl vais bot áalso fi we ku gud. So yu háfu aváid tumóch haad wok kaaz i ku 'rek' di bádi. Ar, ef yu mi hat fan tumóch egzŕshan, den yu shudn beed imíidiatli kaaz hat an kool tugéda mait bring aal saat a síknis laik di káman kool, spazm an T.B. (tiibíi).

Apáat fan aváid eksés an mantéen wan bálans íina aal ting, yu shúda tek kéa fi schréntn di bádi fi mek shoor yu no ge sik. Dis miin iit gud fuud laik miit, véjitabl, milk, an fruut. Wan pápyula chradíshanal herb médisin da 'sorosí' wan shrob we groo káman íina paat a di bush. Yu shúda áalso 'wash out' di bádi sontáim wid prg fi ge rid a som a di 'drt' an 'bail'. Ef yu fiil wan lii wiik ar rondóng, den yu mait háfu tek tánik, ool féevrit da skeel tánik an váitamin B kámpleks. Houéva, ef di bad fíilin kip aan, den yu ku kansólt wid wan waid gruup a fren an néeba we ku inklúud wan fáamasis, wan nrs, ool ekspíirens pipl ar evm wan bush dákta. Aal a dénya step nésisari kaaz i ku bii ekspénsiv an tek lang fi si wan médikal dákta.

Praváb:

Ef i fu hapm mek i hapm.

TRADITIONAL CURES

Lesson Twenty-Six

Objective: to have a rudimentary introduction to traditional curing vocabulary and practice.

Basic Narrative:

Although there is more modern medicine now than before some people still make use of bush treatments or 'bush medicine'. Many people believe that some illnesses can be cured best by bush doctors while others can be cured best by medical doctors.

Bush treatments not only include physical ailments (like snake bites which are still cured by snake doctors) but also general poor health mixed with run down feelings, emotional upsets, continuous bad luck, etc. To get rid of these you have to go to somebody who practices 'science' which means that you have to travel a long way to Corozal, Cayo, and Dangriga.

The cures prescribed vary. They can include medicines which are bought from the drugstore which are doctored by 'scientists', special herb mixtures, ritual baths, and the performances of special prayers and ceremonies. Sometimes the patient becomes psychologically dependent on the scientist, who might try to make this happen to safeguard a continuous supply of cash. Some people claim that these cures are successful.

Activities:

1. The instructor will read the narrative two times. The first time simply listen to it with your book closed. Try to understand as much as you can. The second time take note of what you don't understand and then ask about it.
2. Read the narrative yourself without looking at the translation. Now read it again checking to see if you are getting everything.

Suggestions for use:

Discuss folk medicine both in class with the teacher, and outside of class with Belizeans you know.

CHRADÍSHANAL KYOOR

Lesn Twéni Siks

Béesik Náarativ:

Aaldóo moo módan médisn de nou dan bifóo som pipl stil mek yuus a di bush chríitment ar bush médisn. Plénti pipl bilíib se bush dákta ku kyoor som síknes béta, an some tink médikal dákta ku kyoor den béta.

Di bush chríiment no óonli inklúud fízikal éelment laik sneek bait we stil kyoor bai sneek dákta bot jéneral poo helt we miks wid rondóng fíilin, imóoshanal opsét, kontínyuos bad lok, eséchra. Fi ge rid a dénya yu háfu go da sombadí we práktis 'sáyans', we miin se yu háfu chravl lang wee da Korozáal, Káayo, an Dangríga.

Di kyoor priskráib véeri. Dénya ku inklúud médisn we bai fan di jrogstóor we dákta bai 'sáyantis', spéshal herb míkscha, rituál baat, an di prfáamans a spéshal preez an sérimani. Sontáim di péeshent ge saikolájikali dipéndent pan di sáyantis, dat di sáyantis mait chrai fi mek dis hapm fi shoor a wan stédi soplái a kyash. Som pipl kleem dat dénya kyoor soksésful.

Nyuu Wod:

aaldóo	'although'	kyoor	'cure'
módan	'modern'	chríitment	'treatment'
sneek	'snake'	ge béta	'cure; get better'
bait	'bite'	imóoshanal	'emotional'
poo	'poor'	opsét	'upset'
chravl	'travel'	lok	'luck'
véeri	'vary'	sáyans	'bush medicine/ science'
baat	'bath'		
prfáamans	'performance'	sáyantis	'bush doctor/ scientist'
soplái	'supply'		
kyash	'cash'	priskráib	'prescribe'
kleem	'claim'	miks(cha)	'mix(ture)'
péeshent	'patient'	préez	'prayers'
		sérimani	'ceremony'

The important Creole term óobia is one encountered rather frequently in Belize and other parts of the Caribbean. Its origins are African, and it has several meanings all related to malignant (or black) magic. Basically, it means the practice of malignant magic or the magic itself. It may also refer to the materials used by an oobiamán (or oobiaúman), to practice of óobia, or to the container, such as a pouch, horn, or box in which the materials are carried. Finally, óobia may be used as a verb meaning 'bewitch' or 'work witchcraft against' someone. Óobiizm is sometimes used to refer to the profession of óobia practice.

Activities:

1. Listen to the instructor read the narrative and then read it yourself. Discuss any problems in comprehension. Then translate the narrative.

2. Discuss Garífuna curing practices.

3. Discuss the concepts of óobia, oobiamán, oobiaúman, and óobiizm.

Proverb:

When a man dies grass grows at his door mouth.

Meaning: When a man dies he is forgotten.

Sóplimenchri Náarativ:

Den mi ríisentli ga wan láta ínchres iin chradíshanal kyoor. Wan a di gruup den íina Bilíiz we práktis chradíshanal kyoor da di Garífuna.

Fi apríishyeet Garífuna kyoor, i nésisari fi luk pan den vyuu a di wol. Hyúuman bihéevya gaid bai wan moráliti íina we di ansésta den ku ak az joj. Ef yu kándok no pliiz wan ansésta, yu mait ge wan síknis, we kúda kyoor bai prfáam srtn sérimani.

No aal a di síknis den kaaz bai di ansésta we den mi haam. Som a den da schríkli bayalájikal an den kúda kyoor íida bai Garífuna bush dákta ar sáyantis ar bai médikal dákta. Di distíngshan bitwíin di pyoo bayalájikal síknis den an den wan we kaaz bai di ansésta den, an iich a den kyoor, haad fi estáblish.

Wenéva den háfu miit anséschral obligéeshan den ga anséschral rait we den prfáam. Dénya reenj fan simpl sérimani we laas fi bou wan ówa tu lang komplikéetid aféa dat laas op tu chrii dee an nait. Di prsn we dairék di sérimani den kaal 'buye' íina Garífuna. Di buye ak az wan míidiom bitwíin di ansésta den an den lívin diséndant, an sontáim liid di chant we den sing.

Nyuu Wod:

ríisentli	'recently'	gaid	'guide'
ínchres	'interest'	ansésta	'ancestor'
apríishyeet/ aprishéet	'appreciate'	ak	'act'
		joj	'judge'
nésisari	'necessary'	kándok	'conduct'
prfáam	'perform'	bayalájikal	'biological'
haam	'harm'	hyúuman	'human'
schríkli	'strictly'	míidiom	'medium'
liid	'lead'	reenj	'range, vary'

Praváb:

Wen man ded graas groo da i doo mout.

WHEN TO USE CREOLE

Lesson Twenty-Seven

Objective: to be able to make decisions on when and where Creole is appropriate.

Basic Conversation:

Mary : Babsie, I have a problem.
Babsie : What is your problem then?
Mary : My Belizean family always talks to me in English, but I notice that when they talk among themselves they talk in Creole. Why don't they ever talk to me in Creole?
Babsie : Well Mary, they don't know that you can understand and talk the Creole language. You have to tell them that you are trying to learn it, so they could know. See, your family only knows that you talk English and they believe that if they talk to you in Creole you will just look at them as a pack of fools.
Mary : Now that I've heard your point of view, I'll tell them what you told me and see if that'll work.

Activities:

1. Study the conversation and memorize the new vocabulary.
2. Write a dialogue describing your own problem with Creole.
3. Discuss when and where Creole is used.

Creole is basically a colloquial language used for daily activities in the home, at work, on the street, in friendly conversation, while playing, joking, abusing, berating, swearing, story telling, and so on. In more formal situations such as public hearings, political speeches, official business, religious sermons, lectures in school, discussions on technical topics, radio programs, and when talking to strangers and highly respected persons, there is a tendency to use the local variety of Caribbean Standard English, especially among the more educated and technically trained segment of the population. Even less educated people who do not speak Standard English, or who do not speak it well, tend to use a variety of Creole closer to Standard English in formal situations like those above.

WEN FI YUUZ KRIÓL

Lesn Twéni Sevm

Meerí : Babzí, a ga wan práblem.
Babzí : We da yu práblem den?
Meerí : Mi Bilíizian fáamli áalweez taak tu mi íina Ínglish, bot a nóotis se wen den taak mongs densélf den taak íina Kríol. Wai den nóotaim taak tu mii íina Kríol?
Babzí : Wel Meerí, den no noo se yu ku andastán an taak di Kríol lángwij. Yu háfu tel den se yu di chraí laan an, so den ku noo. Si, yu fáamli óonli noo se yu taak Ínglish an den bilíiv se ef den taak tu yu íina Kríol yu wan jos luk pan den laik wan pak a fuul.
Meerí : Nou dat a yer yu paint a vyuu a wan tel den we yu tel mi an si ef dat wan wok.

Nyuu Wod

práblem	'problem'	Ínglish	'English'
fáamli	'family'	lángwij	'language'
nóotis	'notice'	nóotaim	'any time, never'
mongs/mong	'among(st)'	az	'as'
densélf	'themselves'	pak	'pack'
paint	'point'	fuul	'fool'
vyuu	'view'	Bilíizian	'Belizean'
		Kríol/Kríool	'Creole'

Supplementary Conversation:

Pappy: George, how come you look so sad today?

George: Because I don't know what I must do to please some of your country's people.

Pappy: What sort of thing are you talking about, boy?

George: Well today I went into an office on business. I talked to the lady in Creole and she got very mad. Now I get confused and I don't know what to do.

Pappy: Let me tell you something, my friend. Some of my people are like that. The girl in the office thought you were putting her down because you were talking to her in Creole.

George: Well then where can I use my Creole?

Pappy: I would think that when you go into any offices or business places, talk to the people in English. To your friends or people in the street, talk in Creole or English, either one you feel like.

Activities:

1. Study the dialogue and the new words.
2. Discuss an unsuccessful experience you may have had while trying to use Creole.

Sóplimenchri Kanvaséeshan:

Papí : Jaaj, da hou kom yu luk so sad tidé?

Jaaj : Kaaz a no noo we a mos du fi pliiz som a yu kónchri pipl den.

Papí : We káina wee yu di taak bou, bwai?

Jaaj : Wel tudé a gaan íina wan áafis pan bízniz. A taak tu di léedi íina Kriól an i mi gonli beks. Nou, a ge kanfyúuz an a no noo we fi du.

Papí : Mek a tel yu sontíng, mi fren, som a mi pipl den da laik dat. Di gyal íina di áafis tink yu mi di looréet an kaaz yu mi di taak tu an íina Kriól.

Jaaj : Wel den we a ku yuuz mi Kriól?

Papí : A da tink se wen yu go íina éni a di áafis ar bízniz plees, taak tu di pipl den íina Ínglish. Tu yu fren ar di pipl pan di schriit, yu taak tu den íina Kriól ar Ínglish, éni wan yu fiil laik.

Nyuu Wod:

kónchri	'country'	kanfyúuz	'confuse(d)'
áafis	'office'	looréet	'put down ('low rate')'
bízniz	'business'		
léedi	'lady'	yuuz	'use'
kaina wee	'sort of (thing)'	se	'that'

Proverb:

'Crab walks until he finds a pig knuckle (which is cooked in crab stew).

Meaning: If you go looking for trouble you'll find it.

The student should be aware that there are some Belizeans who have negative attitudes toward Creole, even though they may speak it themselves. They may feel that it is broken English or a bad dialect of English and that it should be eradicated. They may also resent Creole being studied and spoken by foreigners. Some Belizeans may feel that you are 'lowrating' them or putting them down if you speak Creole to them, because they may think that you think they don't know any English. Also, Belizean culture is a "teasing" culture, so some people may be over-sensitive to teasing, quick to see it where it is unintended.

On the other hand there are many Belizeans who have more positive attitudes toward Creole. They may view it as a symbol of national identity and as an important aspect of their own unique cultural heritage. These people may appreciate your efforts to learn Creole and may even be delighted that foreigners have an interest in what is in fact the most widely spoken language in Belize, since it is known to one degree or another by virtually every Belizean no matter what his or her own particular ethnic group and first language may be.

The student should, therefore, acquire a certain amount of sensitivity and exhibit some caution in using Creole. It is probably best not to flaunt your new found knowledge of Creole with strangers, at least until you have found out how they feel about Creole.

Praváb:

Kraab waak til i fain pook nokl.

MAKING APPOINTMENTS

Lesson Twenty-Eight

Objective: to be able to arrange dates and appointments and have a 'Belizean' sense of promptness.

Basic Conversation:

Pappy: Mary, do you want to go to a dance with me?
Mary: Yeah, I'd like that.
Pappy: What kind of dance do you want to go to then? Here in Belize they have two kinds. Some places have disco music and some have combo music. Which one do you prefer?
Mary: What is the combo music like?
Pappy: Well, that is a band that is made up of local people. They play pretty good I think.
Mary: I prefer to go there as I want to hear what they sound like.
Pappy: O.K. then. I'll pick you up about 10 o'clock. Does that suit you, girl?
Mary: That's just fine with me, boy?

Activities:

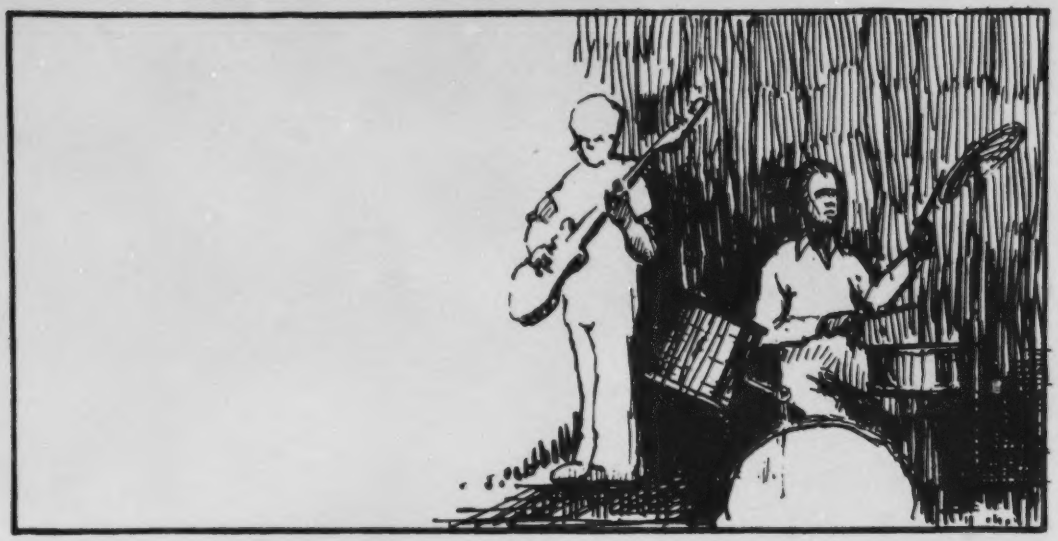
1. Study the conversation and memorize the vocabulary.
2. Ask and answer questions about your likes and dislikes in dancing and music.
3. Practice making dates or appointments in Creole. The teacher will correct your Creole.

Suggestions for use:

Try making an appointment or date with a Belizean you know in Creole.

MEK APÁINTMENT

Lesn Twéni Eet



Béesik Kanvaséeshan:

Papí : Meerí, yu waan go da wan daans id mi?
Meerí : Yaa, a wúda laik dat.
Papí : We kain a daans yu waan go den? Ya da Bilíiz den ga tuu kain. Som plees ga dísko myúuzik an som ga kómbo myúuzik. Wich wan yu prífa?
Meerí : We di kómbo myúuzik laik?
Papí : Wel, dat da wan ban we mek op a lóokal pipl. Den plee príti gud a tink.
Meerí : A prífa go de ka a waan yer we den song laik.
Papí : Óokee den. A wan pik yu op bout ten aklák. Dat suut yu, gyal?
Meerí : Dat jos fain fi mi, bwai.

Nyuu Wod:

plees	'place'	daans	'dance'
song	'sound'	sang	'song'
mek op a	'be made up of'	sing	'sing'
lóokal	'local'	sínga	'singer'
plee	'play'	myúusik	'music'
id/wid	'with'	kombo	'combo'
ka/kaaz	'because'	ban	'band'

Activities:

1. Translate the dialogue and memorize the new words.
2. It's now 11 p.m. Write a dialogue about when Pappy shows up.

Belizeans tend to be a little less prompt than time-conscious Americans, so don't be upset if people come a little late for appointments. On the other hand, it probably isn't a good idea to be late yourself because sometimes people may be punctual and things may start on time.

Proverb:

Time is longer than rope.

Meaning: There is always enough time to get even with someone.

Sóplimenchri Kanvaséeshan:

Meerí : Babzí, húmoch aklák yu ga de?
Babzí : Jos 9 aklák gyal. We hapm, yu ga wan deet?
Meerí : Yaa. Wan fren wan kom ker mi out go dísko tunáit.
Babzí : Dat song gud. We taim i tel yu i wan kom?
Meerí : 10 aklák, so a waan ge rédi fi wen i kom.
Babzí : Jos tek yu taim. Wen pipl da Bilíiz se wan taim den áaweez shoo op bou haaf ówa léeta.
Meerí : A néva noo dat. Noo wánda wen a go da míitin a áalweez da di fos wan, an háfu weet wan lii taim.

Nyuu Wod:

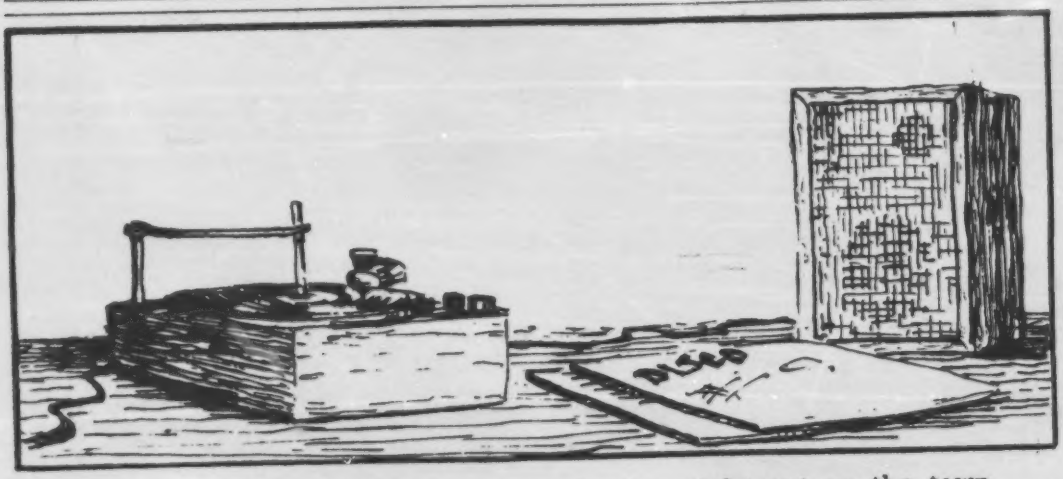
hapm	'happen'	deet	'date'
rédi	'ready'	apáintment	'apointment'
léeta	'later'	shoo op	'show up'
fos	'first'	ówa	'hour'
lii taim	'little while'	míitin	'meeting'
		weet	'wait'

Praváb:

Taim lánga an roop.

GOING ON A SPREE

Lesson Twenty-Nine



Objective: to be able to converse about a night out on the town.

Basic Conversation:

Charley : Roger boy, do you want to go spree tonight?
Roger : That sounds fine to me, man. Where are we going then?
Charley : We can go to a club where they have a juke box, or we can go where they have disco music or a combo playing.
Roger : Let's go to one of the clubs that have disco music, because I haven't gone dancing nor drinking for a long time now.
Charley : Neither have I. So I want to have a good time.

Activities:

1. Study the conversation and memorize the vocabulary.
2. Each student can describe what he or she would do back home on a spree.

Suggestions for use:

In Creole, invite someone to go out on a spree. Then go out and have a good time.

GWAIN PAN WAN SPRII

Lesn Twéni Nain

Béesik Kanvaséeshan:

Chaalí : Rajá bwai, yu waan wi go sprii tunáit?
Rajá : Dat song fain fi mi, man. We wi gwain den?
Chaalí : Wi kyan go da wan klob we den ga wan juut baks, ar wi kyan go we den ga dísko myúuzik ar wan kómbo di plee.
Rajá : Mek wi go da wan a di klob we ga dísko myúuzik, kaaz a no gaan daans nar jrink fi wan lang taim nou.
Chaalí : Níida mii. So a waan ga wan gud taim.

Nyuu Wod:

nar	'nor'	klob	'club'
níida	'neither'	juut/juuk baks	'juke box'
íida	'either'	sprii	'spree'
		kyan	'can'

Note that the only difference between kyan 'can' and kyaan is the length of the vowel, likewise for wan 'will' and waan 'want'. Note however, that ku 'can/could' is used more often than kyan 'can'.

Activities:

1. Translate the dialogue and memorize the vocabulary.
2. The teacher will give a 2 minute talk on dating and courting. Discuss the talk.

Proverb:

Fun brings burn.

Meaning: Two much fun is followed by sadness or injury.

Sóplimenchri Kanvaséeshan:

Chaalí : Rajá bwai, yu laik dísya dísko plees?
Rajá : Yes man. A tink i óonli gud.
Chaalí : Yu laik an moch béta dan di fos wan wi gaan íina?
Rajá : Fi shoo. Iin ya ga di léetis myúuzik. An no óonli dat, aal di príti gyal den de ya di wigl den teel. Yu grii wid mi?
Chaalí : No mos. An we a nóotis tu dat da aal di gyal ya den kom bai densélf. Dat miin den di luk out.
Rajá : Wel, yu di wees taim, balí. Go kraas de an aks wan a den fi daans wid yu.
Chaalí : Dat da chruu, bwai. Lisn, a wan lef yu ya an go plee pan mi lok an si we wan hapm.

Nyuu Wod:

moch	'much'	lef	'leave'
béta	'better'	wigl	'wiggle'
léetis	'latest'	teel	'tail'
iin	'in'	grii	'agree'
bai	'by'	wees	'waste'
no mos	'it must be so/you bet/that's right'	lok	'luck'
		chruu	'true'

Praváb:

Fon bring bon.

GIVING A SHOUT (VISITING)

Lesson Thirty

Objective: to be able to go visit someone at their home in the appropriate manner.

Basic Conversation:

Babsie : Mary girl, long time no see. How is life treating you?
Mary : Well, not too bad. I'm right here trying to make it.
Babsie : I thought you had gone away, it had been so long since I saw you.
Mary : I haven't gone anywhere. Just stay home and read until I get sleepy.
Babsie : Let me give you my address so when you don't have anything to do, you (can) come 'give me a shout'.
Mary : What do you mean by 'shout', girl?
Babsie : When a person tells you to come give him a shout, he means that he wants you to go to his house and visit him. Do you understand now?
Mary : Yeah. I surely am learning different ways to say things in Creole.
Babsie : All right then, I'll look forward to you 'shouting' me.

Activities:

1. Study the conversation and the new words.

2. Retell the conversation as a narrative beginning with the phrase: Babzí bok op Meerí ...

Suggestions for use:

When you are in the streets take note of people 'giving a shout'. Visit someone yourself soon.

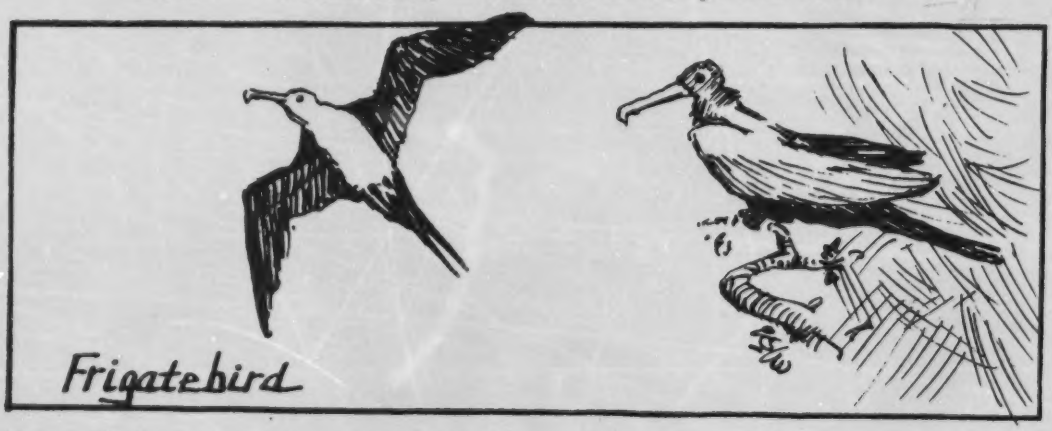
> Note that néva is used to indicate the negative past tense. See Lesson 27 in the Grammar Handbook.

GI WAN SHOUT

Lesn Tóti

Béesik Kanvaséeshan:

Babzí : Meerí gyal, lang taim no si. Da hou laif di chriit yu?
Meerí : Wel, no tu bad. A de rait ya di chrai mek an.
Babzí : A mi tink yu gaan we, so lang a néva si yu.
Meerí : A no gaan noo wee. Jos stee hoom an riid til a ge slíipi.
Babzí : Mek a gi yu mi ajrés so wen yu no ga notn fi du, yu kom gi mi wan shout.
Meerí : We yu miin bai 'shout', gyal?
Babzí : Wen wan pŕsn tel yu kom gi an wan shout, i miin dat i waan yu go da i hous an vízit an. Yu andastán nou?
Meerí : Yaa. A óonli di laan difránt wee fi se ting íina Kriól.
Babzí : Áarait den, a wan luk out fi yu shout mi.



Nyuu Wod:

chriit	'treat'	we	'away'
stee	'stay'	wee	'way'
riid	'read'	ajrés	'address'
laan	'learn/teach'	shout	'shout, visit, say hello'
luk out	'look out, look forward'	gi wan shout	'visit'
		vízit	'visit'

Activities:

1. Study the conversation and new words, then translate the conversation.

2. Write a short description of visiting customs in the U.S. contrasting them with those in Belize.

Proverb:

Standing softly is better than begging pardon.

Meaning: Better that you keep quiet than be proven a fool (i.e. prevention is better than cure).

Sóplimenchri Kanvaséeshan:

Meerí : Sánjra, da we yu gwain?
Sánjra : A gwain go heel Babzí. Yu waan go wid mi?
Meerí : Óokee den.
Sánjra : Babzí! Babzí! ...
Meerí : Wai yu no go op an nak da i doo an stap hála fram di geet?
Sánjra : Wel yu si, Meerí, ya da Bilíiz moos a di taim yu kaal da di geet, den sombadí ánsa yu an méebi inváit yu op.
Meerí : Oo, a néva noo dat.

Nyuu Wod:

heel	'hail/visit/greet'	doo	'door'
nak	'knock/hit'	geet	'gate'
hála	'holler'	méebi	'maybe'
stap	'stop'	inváit	'invite'
		beeg	'beg'

Praváb:

Tan sáafli béta dan beeg paadn.

THE CREOLE HOUSE AND HOUSEHOLD

Lesson Thirty-One

Objective: to know about the Creole house and household and to learn kinship terms.

Basic Narrative:

Nowadays cement houses are getting popular. But about 20 years ago most Creole houses were built out of wood with zinc roofs. Because of heavy rainy seasons floors are always built above the ground to avoid flooding. Many houses are two stories, and each story has its own steps to go outside, so they are called 'upstairs' and 'downstairs'. Each of the stories is sometimes used by different families.

Whatever the size of the house, it is divided into at least three different parts -- a kitchen, a bedroom, and a parlor (living room). The kitchen is sometimes a small little place which is at the side of the house as an 'addition' to it or which is separate from the house. The parlor is where they (the family members) go to talk, visit, entertain, and have other social activities. And when the children can't go outside to play, they use it to play in.

Activities:

1. Listen to the instructor read the narrative, then ask questions about it. Listen to it again, then answer questions about it.
2. Read the narrative and study the new words.
3. Look for grammatical items that are difficult and check them out in the Grammar Handbook.
4. Describe the differences between Creole houses and typical U.S. houses in a narrative of similar size.

Suggestions for use:

Take a walk and check out Creole houses. Look for the 'additions', 'upstairs', 'downstairs', etc.

DI KRIÓL HOUS AN HOUSHÓOL

Lesn Tóti Wan

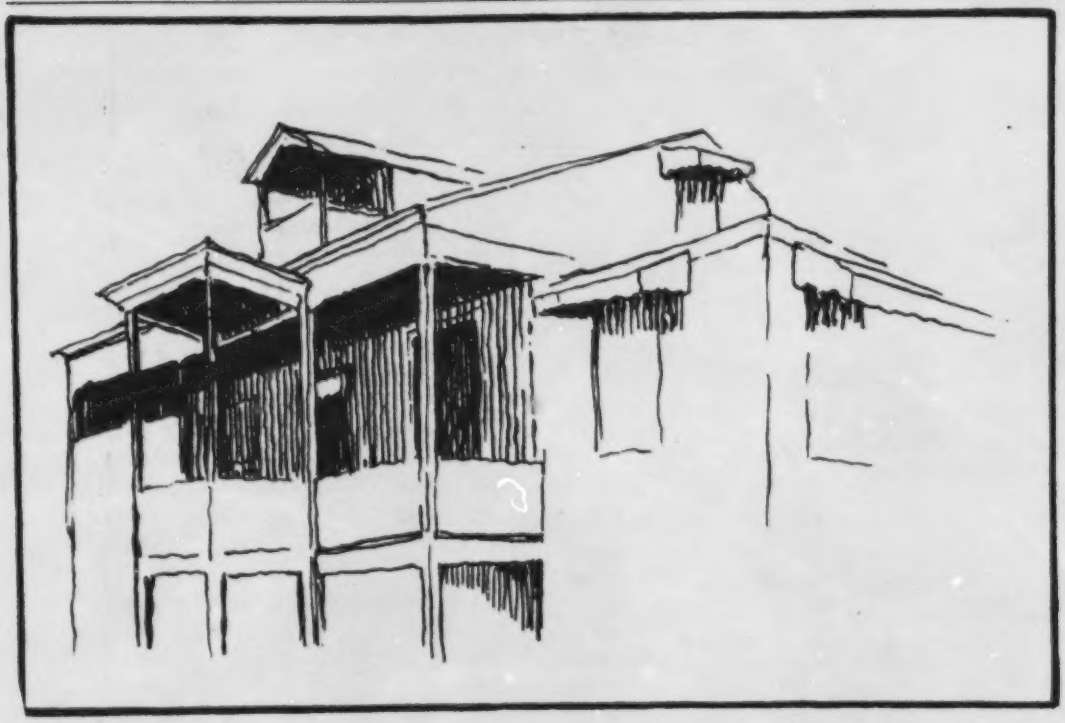
Béesik Náarativ:

Nowadéez di siménT hous den di ge pápyula. Bot bou twéni yaaz da bak moos a di Kriól hous den mi bil óuta wud wid zink ruuf. Séeka di hévi réeni siizn di floo áalweez bil bov di grong fi aváid flod. Góta fáasen tu di ruuf fi kech reen waatá fi jrink. Plénti a di hous den da tuu stóori an iich stóori ga i oon step fi go outsáid, so den kaal den 'opstéez' an 'dongstéez'. Sontáim iich a di stóori yuuz bai dífran fáamli.

No kee we saiz di hous, den diváid an íina chrii dífrant paat di liis -- wan kichn, wan bejrúum, an wan páala. Di kichn da sontáim wan smaal lii plees we de da sáida di hous az wan adíshan tu an, ar we de sépret fan di hous. Di páala da we den go taak, vízit, intatéen, an ga áda sóoshal aktíviti. An wen di pikní den kyaan go outsáid go plee den yuuz an fi plee íina.

Nyuu Wod:

bil	'build/built'	da bak/abák	'ago'
wud/ud	'wood'	di liis	'at least'
ruuf	'roof'	fyuu	'few'
siménT	'cement'	no kee	'no matter'
gota	'gutter'	séeka	'because of'
floo	'floor'	júurin(g)	'during'
grong	'ground'	iich	'each'
kichn	'kitchen'	pápyula	'popular'
páala/haal/ livin-rúum	'living room'	sépret	'separate'
		aváid	'avoid
bejrúum	'bedroom'	siizn	'season'
opstéez	'upstairs'	intatéen	'entertain'
dongstéez	'downstairs'	sóoshal	'social'
fáamli	'family'	saiz	'size'
reez	'raise(d)'	fáasen	'fasten(ed)'
stóori	'story (of a building)		
stoorí	'story (tale)'		



Activities:

1. Listen to the instructor read the narrative, ask questions about it, listen again, then answer questions.
2. Translate the narrative.
3. Discuss the Creole household with the instructor and other students.
4. Practice the following phrases:

Huu da yu _____?	Ex. Huu da yu sistá?
Mi _____ da _____.	Mi sistá da Meerí.

Proverb:

When rain comes, johncrow says he's going to build house.

Meaning: Get ready for trouble before it comes.

Sóplimenchri Náarativ:

Di pipl den we liv tugéda íina wan Kriól houshóol da yúujali moo dan jos wan simpl fáamli id wan man, úman, an den pikní. I ku miin se den granpéerens, aantí, onkl, niis, névyu, kozń, an sóntaim wan gud fren liv tugéda ánda di seem ruuf. Yúujali di mémba a di hous den da fáamli bai blod, bai márij, ar bai kámanlaa páadnaship.

Di opkíip a di hous pen pan ébribadi di shéa íina di wok an ekspéns den. Dénya inklúud di wok we náamali du bai di úman den, laik wash, kip di hous kliin, an tek kyaa a di pikní den. Di man den, pan di áda han, yúujali prováid di moní an du di háada léeba laik peent an ripéa. Di pikní den, pendn pan den eej an sex, gi wan han íina aal di wok.

Nyuu Wod:

péerens	'parents'	granpéerens	'grandparents'
ma/mumá/mamá/ máda	'mother'	grampá	'grandfather'
		graamá	'grandmother'
pa/pupá/dadí/ daadí/fáada	'father'	granpikní	'grandchild'
		gransón	'grandson'
pikní/pikiní/ pikaníni	'child'	grandáata	'granḍaughter'
		aantí	'aunt'
beebí	'baby'	onkl	'uncle'
son	'son'	niis	'niece'
dáata	'daughter'	névyu	'nephew'
sistá/sis	'sister'	kozń	'cousin'
bredá/braa	'brother'	daata-in-láa	'daughter-in-law
ma-an-láa	'mother-in-law'		
faa(da)-an-láa	'father-in-law'	braa-an-láa	'brother-in-law
son-an-láa	'son-in-law'		
sísta-an-láa	'sister-in-law'	gadpá/ gadfáada	'godfather'
gadí	'godmother'		
braid	'bride'	gruum	'groom'
bwai-frén	'boyfriend'	gyal-frén	'girl friend'

Praváb:

Wen reen kom, jankró se i gwain bil hous.

CREOLE SOCIAL STRUCTURE

Lesson Thirty-Two

Objective: to become familiar with the basic social relationships and environment in Creole society.

Basic Narrative:

Creole social structure works on two age groups -- children and adults.

The family influences the children's social life a great deal. These include relations who live in the same house, those who come visit often, or those to whom the children are sent to visit, like grandparents and godparents. The neighborhood also influences the development of children a lot, especially in Belize City where the houses are clustered together. Adults and other children who live in the same 'yard' meet and see each other daily and can influence children as much as their own family. More than one house can be in the same yard and usually each yard is separated from the next yard by a fence.

School is the next major source of influence on the child. Most children go to school, which serves as the first formal institution that shapes the child's orientation to the outside world.

Activities:

1. Listen to the instructor read the narrative, then read it yourself. Ask and answer questions about it. Memorize the new vocabulary.

2. Re-tell the narrative in your own words.

3. Look for grammatical structures that are difficult and review them in the Grammar Handbook.

4. Write a similar narrative about American social structure.

KRIÓL SÓOSHAL SCHRÓKCHA

Lesn Tóti Tuu

Béesik Náarativ:

Kriól sóoshal schrókcha wok íina tuu eej gruup -- pikní an big pipl.

Di fáamli inflúens di pikní den sóoshal laif wan lat. Den inklúud fáamli we liv íina di seem hous, den wan we kom vízit aafm, ar we den sen den pikní go luk fa, laik den granpéerens an gadpéerens. Di néebahud inflúens di divélopment a di pikní wan lat tu, spéshali da Bilíiz Síti we di hous den klósta op tugéda. Big pipl an áda pikní we liv íina di seem 'yaad' miit an si iich ada ébri dee an ku inflúens di pikní az moch az den oon fáamli. Moo dan wan hous ku de íina di seem yaad an yúujali iich yaad separéet fan di neks yaad bai wan fens.

Di skuul da di neks méeja soos a inflúens pan di pikní. Moos a di pikní den go da skuul, an dat saav az di fos fáamal institúushan we sheep di pikní den atitúud tu di wol.

Nyuu Wod:

sóoshal	'social'	aafm/áaften	'often'
schrókcha	'structure'	luk fa	'visit/look for'
eej	'age'	gadpéerens	'godparents'
gruup	'group'	néebahud	'neighborhood'
laif	'life'	spéshali	'especially'
liv	'live'	tugéda	'together'
diil	'deal'	klósta	'cluster(ed)'
inklúud	'include'	yaad	'yard'
seem	'same'	separéet	'separated'
oon	'own'	méeja	'major'
fens	'fence'	(ri)soos	'(re)source'
skuul	'school'	fáamal	'formal'
saav	'serve'	sheep	'shape'
wol	'world'	atitúud	'attitude'

Activities:

1. Listen to the instructor read the narrative. Then read it yourself, then discuss it.
2. Translate the narrative.
3. Discuss Creole social structure. Consider what you have learned by now, first hand, in Belize about Creole social structure.

Proverb:

If a man hates you, he gives you a basket to carry water in.

Meaning: If a man hates you he'll make things very difficult for you.

Sóplimenchri Náarativ:

Man an úman set íina tuu dífrant paat a di sosáyati. Di hous an fáamli ga wan big influéns pan úman. Sins di úman den spen moo taim íina di hous, tek kéa a di piknî den, an kip op évribadi els, den laif ríili sénta rong di fáamli. Di saikl staat wid di yónga úman den we ekspék fi kip kloos tai wid den mumá, aantí an graamá. Nou dat moo a di úman den di wok fultáim óuta di hoom, den ga moo ting fram outsáida di fáamli we inflúens pan di úman den.

Man, pan di áda han, set íina gruup outsáida di hoom. Den wok, kómpni, an úman, tek op di moos paat a den taim.

Nyuu Wod:

paat	'part'	laaj(a)	'large(r)'
sosáyati	'society'	saikl	'cycle'
spen	'spend'	staat	'start'
moo	'more'	ekspék	'expect(ed)'
kéa/kyaa/kee	'care'	heet	'hate'
áafa/áfa/háafa	'offer'	baaskít	'basket'
tai	'tie(s)'		

Pravâb:

Man heet yu, i gi yu baaskít fu bak waatá.

CREOLE FOOD

Lesson Thirty-Three

Objective: to get a general idea of Creole food and its preparation.

Lobster Fisherman

Activities:

1. Listen to the instructor read the narrative then read it yourself.

2. Translate the narrative.

3. Discuss Creole foods with the instructor and others in the class.

4. Memorize the following phrases:

We kain a fuud dat?
Dat da _____.
We i tees laik?
I tees laik _____.
Yu waan tees (chrai) an?
A waan tees (chrai) an.
I tees bad (gud, fóni, raa, sówa, bíta, swiit, kaan, saal).
A (no) laik an.
We dat mek óuta?
I mek óuta _____.
Hou den mek (kuk, pripéa, du) dat?

KRIÓL FUUD

Lesn Tóti Chrii

Béesik Náarativ:

Di fuud we di Kriól pipl den iit ku diváid íina chrii gruup: évridee fuud, di fuud we den saav pan Sónde an spéshal okéezhan, an snáks ar lait fuud.

Di évridee fuud ar di grob we den saav júurin di wiik da méenli bredkáin, miitkáin, an siifúud. Di bredkáin inklúud moos a di stáachi fuud laik rais, kaan, flówa, bredfrúut, an grong fuud laik pitéeta, kookó, swiit pitéeta, yaam, kasáava, an yampí. Di miitkáin da biif, chikn, pook, geemíit, an tin miit. Siifúud da aal kain a kraab, lábsta, konks, an fishkáin.

Fi di Sónde dína an di fuud we den saav pan spéshal okéezhan laik páati an áda sóoshal fóngshan den pee spéshal aténshan fi pripéa di dína. Fi dis, den saav den meen dish we da rais an biinz, pitéeta sálad, an chikn, ar wan Spánish dish wid wan pai ar pudn fi dizŕt. Sontáim den mait saav wan 'bail op' we da wan míkscha a grong fuud bail op wid fish ar pigtéel.

Iin bitwíin miil den iit wan láta snaks laik panáades. enchiláades, chicharón, síiznal fruut ar péeschri.

Nyuu Wod:

lait fuud	'snacks'	yaam	'yam'
grob	'grub, food'	yampí	'a small yam with white root'
bredkáin	'starchy foods'		
miitkáin	'meat foods'	rais an biinz	'rice and beans' (a Common Creole dish with rice and beans cooked together)
fishkáin	'fish foods'		
grong fuud	'heavy, starchy tuber foods'		
chicharón	'pork rinds'		
kookó	'cocoa'	panáades	'corn patties with fish or beans in them'
kasáava	'cassava'		
geemíit	'game meat'		
péeschri	'pastries'	bail	'boil(ed)'
		tin miit	'canned meat'

Activities:

1. With the teacher, read the narrative, then translate it.

Suggestions for Use:

1. Both with the teacher and other students in class, and at home with your family discuss the preparation of several Belizean dishes.

2. Prepare a Belizean dish.

Nyuu Wod:

tas	'task'	skéesiti	'scarcity'
ingrüdiens	'ingredients'	spen	'spend/spent'
korosíin	'kerosene'	módan	'modern'
schuu	'stew(ed)'	greet	'great'
fála	'follow'	kúkin	'cooking'
saaf	'(get) soft'	rof	'rough'
saafm	'soften'	skéjul	'schedule'

Proverb:

A fish gets caught by its mouth.

Meaning: A person gets caught by being mouthy or talking too much.

Sóplimenchri Náarativ:

Da Bilíiz kúkin da wan láta chrobl. I tek lang fu kuk séeka we fuud áaweez skees an i haad fu ge aal a di ingríidiens den. Fi seev taim fan ron rong wan ŕli chrip da máakit mait help fi ge aal a di fresh ingríidens we yu niid. Ef dis no wrk, den di hasl fi go fan shap tu shap bigín.

Séeka we moos a di pipl no ga som a di módan fasíliti, moo láta taim spen pan di kúkin iself. Di korosíin stoov we moos a di pipl den yuuz fu kuk káina sloo. So, ef di dína fi di dee da schuu biinz an rais, schuu chikń an frai plaantín, yu mait háfu du we den se da bátam.

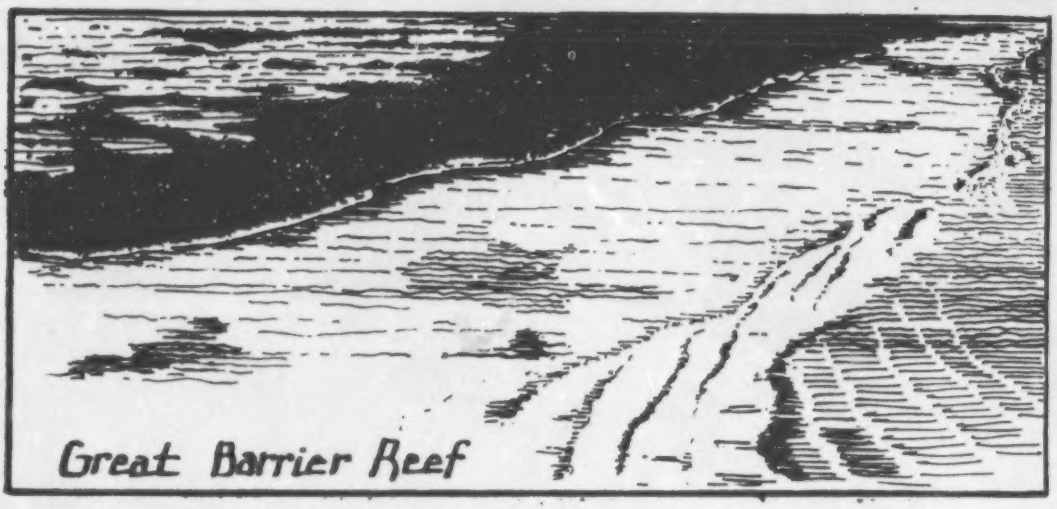
Kaaz som biinz tek lang fi saaf, yu mait háfu saafm an fan di nait bifóo ar staat pan an ŕli máanin. Bou tuu ówa bifóo taim fi saav di dína yu bail yu rais, kliin an kuk di foul. Den bou fíftiin mínits jos bifóo taim fi iit yu staat frai di plaantín.

Praváb:

Fish ge kech bai i mout.

GEOGRAPHY OF BELIZE

Lesson Thirty-Four



Nyuu Wod:

skwéa	'square'	topógrofi	'topography'
mail	'mile'	fíicha	'feature'
bles	'bless(ed)	lóolan	'lowland'
véerid	'varied'	Greet Bária Riif	'Great Barrier Reef'
schrip	'strip'	koos	'coast'
schrech	'stretch'	sail	'soil'
gátiin	'contain'	rikléem	'reclaim'
róolin	'rolling'	laimstóon	'limestone'
hais/háyis	'highest'	maskíta	'mosquito'
éerya	'area'	móngtin	'mountain'

Activities:

1. Listen to the teacher read the narrative, then read it yourself.
2. Purchase a copy of the Atlas of Belize; look at it, and then discuss the geography of Belize.

JÓGROFI A BILÍIZ

Lesn Tóti Foo

Béesik Náarativ:

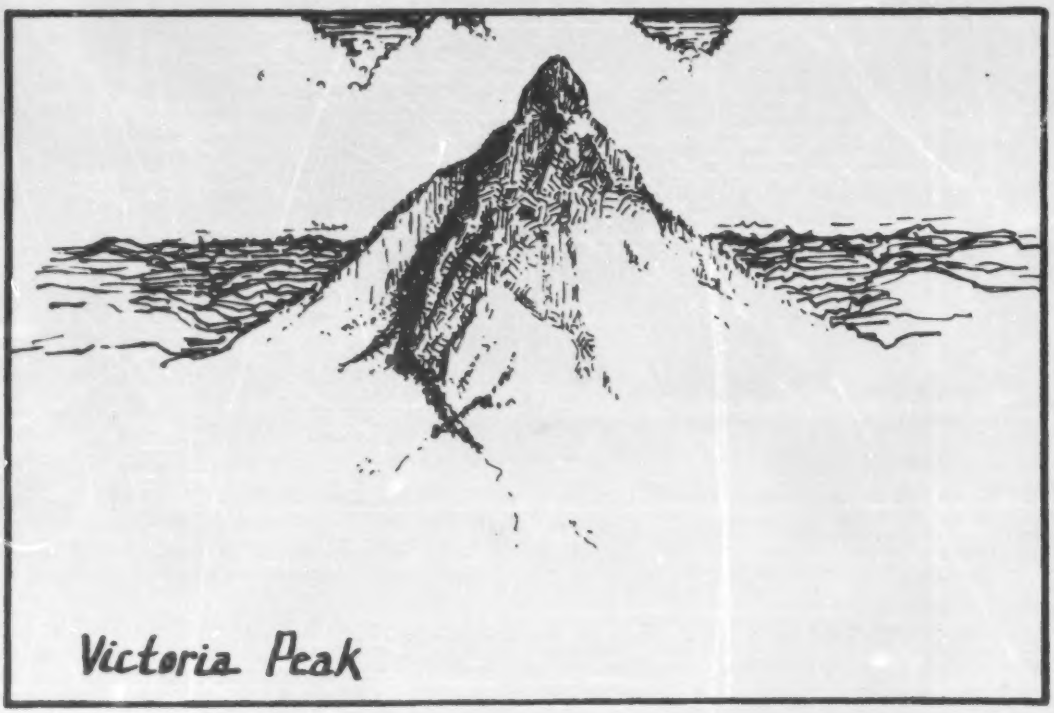
Fi soch wan smaal lan saiz a 8,866 skwéa mail íina éerya, Bilíiz bles wid wan véerid topógrofi. Di meen fíicha den fan wan kraas sékshan fan iis tu wes da kii, swamp, loolán, an hil den.

Den ga láta kii bitwíin di Greet Bária Riif an di koos, den tóotal 266 skwéa mail íina lan éerya. Di bígis an moos pápyula wan den de da di iis an naatíis a Bilíiz Síti. Di kii den flat an mek op a loon shel, san, an kóral.

Moos a di kóostal schrip da swamp we kíva wid mangróov. Den ga som kóostal sétlment we de pan wan fyuu hai schrech ar pan rikléem lan laik Bilíiz Síti an Dangríga. Di swamp da wan éerya we gátiin lan an waatá animal laik kraab we da di óonli wan we yuuz fi miit.

Di bes pleis fi si di loolán schrech da íina di éerya a di flat laimstóon íina di A[illegible] Waak an Korozáal Díschrik. Séeka we di tap sail shálo, den háfu pik di krap we den groo an main hou den yuuz di lan. Dis da di lan wepáa moos a di kónchri rúral sétlment de.

Di lóolan grájyuali gi wee tu di lówa hil. Gud egzámpl a dis de íina Káayo Díschrik lang di Wéstan Háiwee fan Belmopán tu San Ignácio. Di lan de óonli príti an da wan a di bes éerya fi liv íina ka wéda waiz i gud an i no ga noo maskíta. Di híli éerya de íina di Káayo, Stan Krik, an Tolíido Díschrik den. Di Máya Móngtin we gátiin di Kakskóm Reenj we ga di hais paint íina di kónchri, kóva moos a dis éerya.



Activities:

1. Read the narrative out loud. Work on your pronounciation.
2. Write a half page essay on the geography of your own home state. Read it to your class.

Proverbs:

Easy river runs deep.

Meaning: Something may look easy but it may be dangerous.

You can take him from the bush but you can't take the bush from him.

Meaning: You can take the boy out of the country but you can't take the country out of the boy.

Sóplimenchri Náarativ:

Wan náda impóotant paat a di jógrofi a Bilíiz da di waatá bádi den laik di sii, lagúun, an ríba. Di sii an ríba den mi plee wan big paat íina di sétlment a di kónchri. Di ríba den wot spéshal ménshan.

Bilíiz ga óova fíftiin méeja ríba, aal a den sep fi tuu, ron fan wes tu iis. Di tuu we ron fan sout tu naat di íina di naat. Di áda wan den ga den watashéd íina di híli éerya íina di wes an sout an ron dong chruu loolán da di sii.

Op tu di 1940z-1950z di ríba den da mi di meen miinz a chravl chruuóut di kónchri. So di majáriti a di sétlment íina di Bilíiz, Káayo, Aríinj Waak, an Korozáal Díschrik den stil de néa di ríba benk den. Dis inklúud di meen tong den we da Korozáal Tong, Aríinj Waak Tong, San Ignacio, Benque Viejo del Carmen, Bilíiz Síti, an Belmopán. Di bígis an moos impóotant ríba da di Bilíiz Ol Ríba we ga plénti tong an vílij lang i benk.

Yu ku si di impóotans a di ríba den íina di kónchri híschri fan di láta sétlment lang den benk. Láta den ge den neem fan di ríba lang sáida den. Som a di neem den da wan anglisáiz vŕzhan a di aríjinal Máya neem laik Saastúun an Temásh Ríba. Di wod 'benk' íina di neem a moos a di sétlment shoo dat som a di wud kóta den mi oon lan. Fi egzámpl, Fágisn Benk, Bod Benk, an Flówaz Benk.

Nyuu Wod:

fíicha	'feature'	vílij	'village'
risóos	'resource'	wot	'worth'
afék	'affect'	lága	'logger'
benk/bank	'bank'		
híschri	'history'		
Saastúun	'Sarstoon'		

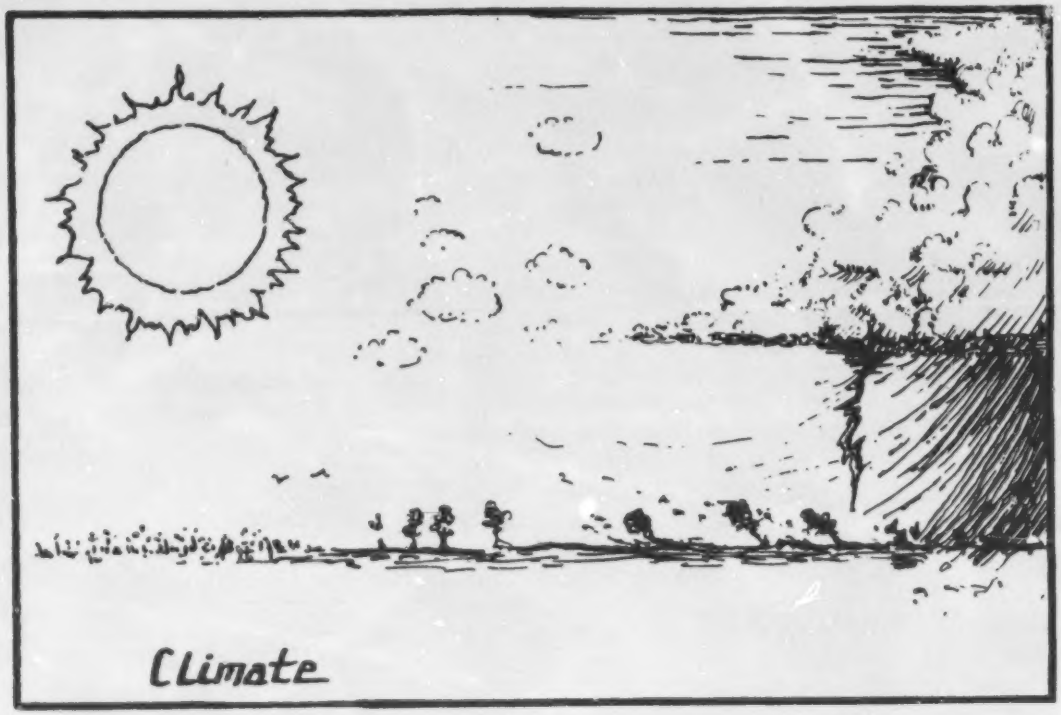
Praváb:

fizi ríba ron diip.

Yu ku tek an fan di bush bot yu kyaan tek di bush fan hin.

CLIMATE AND SEASONS

Lesson Thirty-Five



Objective: to learn the general climatic conditions and seasonal changes.

Activities:

1. Listen to the instructor read the essay and then practice reading it out loud working on your pronunciation. Study the new vocabulary. Ask and answer questions about the essay.

2. Discuss the climate with special attention to the specific conditions in the area where you will be stationed.

KLÁIMIT AN SIIZN

Lesn Tóti Faiv

Béesik Náarativ:

Bilíiz ga wan sob-chrápikal kláimit we diváid íina tuu set a siizn: jrai an wet, kool an hat. Di jrai siizn da fan Maach tu bou Mee. Juun tu Novémba da di réeni siizn, an Disémba tu Fébiweri ga reen aaf an aan. Den ga wan lii jrai siizn íina Áagas we den kaal 'Máaga Siizn'.

Fan Novémba tu Febíweri da kool wéda wen schrang náat win bloo, an kaaz skwaal néa di sii koos. Dis da di taim di pipl wúda se 'di jrai naat (ar Joo Naat) di bloo'. Den kaal it so séeka we di naat win no óonli kool bot i jrai op di skin tu. Íina di áda paat a di yéa, di naatíistali chreed win bloo. Den yúujali staat íina di ŕli aftanúun an bil up léeta íina di dee. Den kuul aaf di hiit a di máanin son, we di lik bai twelv aklák.

Di cheenj fan jrai tu réeni siizn afék laif chruu di hool kónchri iina láta difran wee. Di fáama den taim den agrikólchral yéa rong di jrai an wet siizn. Di tong an síti pipl den, we pen pan reen waatá fi jrink, luk fáawad fi di reen fi ful den vat. Di fishamán den an den áda wan we liv lang di koos an pen pan sii chranspotéeshan, taim den déeli wok bai di taid, di dairékshan a di win, an di jrai an wet siizn.

Nyuu Wod:

chrápikal	'tropical'	win	'wind'
jrai	'dry'	bloo	'blow'
hiit	'heat'	naat	'north'
kool	'cold'	sout	'south'
kuul	'cool'	iis	'east'
hat	'hot'	wes	'west'
waam	'worm'	naatíistali	'northeasterly'
Joo Naat	'Joe North: cool dry northerly winds'		

Activities:

1. Listen to the teacher read the narrative, then read it yourself working on pronunciation.
2. Study the new words.
3. Write out a question for each sentence in the narrative. Ask and answer each other's questions.

Nyuu Wod:

freed fi	'be afraid of'	chrees	'trace'
harikéen	'hurricane'	schraik	'strike'
staam	'storm'	dátide/ dátde	'that'
dischrái	'destroy'	ton	'turn, become'
méja	'measure'	lanmáak	'landmark'
aták	'attack'	eapóot	'airport'
réeda	'radar'	apróoch	'approach'
chrak	'track'	jrédful	'dreadful'
infáam	'inform'		
prikáashan	'precaution'		

Proverbs:

I wonder what johncrow (buzzard) did before jackass died.

Meaning: used in reference to a well-to-do person who pretends not to have been in poorer circumstances.

Kiss ass until you can kick it.

Meaning: Put up with something disagreeable until you can get rid of (or away from) it.

What is for Ceasar, Neasar can't get.

Meaning: Whatever is truly yours, no one can take away from you.

Sóplimenchri Náarativ:

Di taim a di yéa we moos pipl freed fi da Bilíiz da di harikéen siizn fan Juun tu Novémba. Di ool pápyula raim chrees di progréshan a di siizn:

Juun tu suun,
Julái stan bai,
Áagas luk out yu mos,
Septémba mémba,
Aktóoba all óova.

Fan di 1950z Bilíiz ge schraik plénti bai harikéen. Di wos wan da mi Harikéen Hatí íina 1961. Séeka aal a we i mi brok dong, an so den mi háfu bil bak, i da wan lanmáak íina Bilíizian híschri.

Áfta Harikéen Hatí sévral méja den mi háfu tek fi pripéa fi harikéen. Harikéen pruuf póblik bíldin mi bil íina moos vílij an tong fi saav az shélta júuring harikéen aták. Wan módan ifíshent réeda yúnit mi instáal da di Bilíiz Intanáshnal Eapóot fi chrak staam we di apróoch. Den ga wan kónchri waid komyunikéeshan sístem fi infáam di póblik wepáa di harikéen de. Pan tápa dat, Bilíizean we mi sófa chruu dátide staam an tek den oon prikáashan az suun az di harikéen siizn staat.

Praváb:

A wánda we jankró mi du bifóo jekáas ded.

Kis aas til you ku kik an.

We da fi Síiza, Níiza kyaan ge.

PEOPLE AND LANGUAGES OF BELIZE

Lesson Thirty-Six

Objective: to become familiar with the most important ethnic groups in Belize.

Nyuu Wod:

kólcha	'culture'	díschrik	'district'
étnik	'ethnic'	áilan	'island'
rees	'race'	rizólt	'result'
sleev	'slave'	fáris	'forest'
friimán	'freedman'	ikónomi	'economy'
Kyárib/Kérob	'Carib'	méeja	'major'
Kérobi	'Carib' (derogatory)	schriim	'stream'
		éniwee	'anywhere, any way'
Garífuna	'Carib/Garifuna'		
Mininàits/Ménanaits	'Mennonites'	léebara	'laborer'
Chainí(iz)	'Chinese'	láaya	'lawyer'
Wes Índiiz	'West Indies'	shoo	'shore'
Ántiliiz	'Antilles'	faam	'farm'
Yúurop	'Europe'	geem	'game'
Yuuropían	'European'	hont	'hunt'
Honjúuras	'Honduras'	síiznal	'seasonal'
Aríinj Waak	'Orange Walk'	bees	'base(d)'
Káayo	'Cayo'	lágin	'logging'
kálani	'colony'	kónchras	'constrast'
		kleem	'claim(ed)'

Activities:

1. Listen to the instructor read the narrative, then translate it and discuss it. Make sure you can use the vocabulary accurately with proper Creole pronunciation.
2. Write out a sentence for each new word. Exchange your sentences with each other and check them for accuracy.
3. Discuss Creole as an ethnic group and 'Creole' as a (type of) language. Reread the Introduction to the Grammar Handbook.

PIPL AN LÁNGWIJ A BILÍIZ

Lesn Tóti Siks

Béesik Náarativ:

Bilíiz da wan smaal kónchri wid wan láta lángwij an kólcha. Di meen étnik gruup den da Kriól, Mestíizo, Máyan, Kyárib ar Garífuna, Iis Índian, Chainí, Arab, Mínainaits, an som áda móosli fan Yúurop an di Wes Índiiz.

Den fain Kriól pipl chruuóut di Karíbian íina di Gréeta an Lésa Ántiliiz, íina di Bahámaz, pan di áilan áafa di koos a Jáaja an Sout Karoláina, an pan di náadan paat a Sout Amérika. Wen i kom tu rees an kólcha, Kriól den da di rizólt a wan intamíkscha bitwíin di Yuuropían an Áfrikan den we di Yuuropían den mi bring da di Nyuu Wol az sleev. Da Bilíiz, di Kriól den da wan míkscha a di Brítish an Áfrikan we da mi boot sleev an friimán, we mi kom da Bilíiz móosli fan Jaméeka fi wok íina di fáris. Di ikónomi a di Brítish Honjúuras sétlment mi bees pan lágin fan di staat, wailz di Wes Índiiz mi ga shúga plantéeshan den, so di sóoshal schrókcha an aaganizéeshan a di kónchri mi dífran fan dat a di áda Brítish kálani den íina di éerya. Den kleem dat, in jéneral di kandíshan a di sleev den da Bilíiz mi béta (wailz i néva gud) dan íina áda éerya a di Nyuu Wol, laik da di Wes Índiiz an di Soutíis a di U.S.A.

Di Kriól den liv móosli íina di Aríinj Waak, Káayo, an Bilíiz díschrik den. Doo moos a den liv íina tong, den ga som we liv íina lii vílij, spéshali lang di méeja ríba. Tong Kriól den invólv íina aal káina wok típikal a tong an síti éniwee. Den da tíicha, láaya, dákta an nrs, mérchant, vénda, klaak, byúurokrat, políis, an léebara. Fishamán den we liv áafa di rich an byúutiful Karíbian Sii áafa di shoo a Bilíiz an rong di kii den an Béria Riif áalso káman tu. Vílij Kriól den faam pan wan sobsístens levl, kóltiveet fruut chrii an véjitabl fi máakit, hont fi geem, fishn íina di shcriim an ríba, an wok az síiznal léebara.

The word 'creole' comes from Portugese crioulo via Spanish criollo and French créole. It originally referred to a person of European descent who was born and raised in a tropical or semi-tropical colony. The meaning of the term was extended to include persons of non-European origin, especially African slaves and freedmen, or to people of mixed European and African descent. Then the term was extended further to refer to the languages spoken by creole people in the Caribbean area and West Africa, and later to other languages of a similar type.

Nyuu Wod:

Yúkatek	'Yucatec'	reez	'raise'
Moopán	'Mopan'	ráda	'rather'
Kéchi	'Kekchi'	siik	'seek'
Chainí(iz)	'Chinese'	saach fu	'search, look for'
Ínglish	'English'		
néetiv	'native'	íkonómik	'economical'
rees	'race'	sénchral	'central'
ríijan	'region'	sénchri	'century'
golf	'gulf'	énta	'enter'
Rotáan/Ratáan	'Roatan/Ruatan'	koosláin	'coastline'
Sin Vinsent	'St. Vincent'	touzn	'thousand'
rek	'wrecke(d)	konchróol	'control'
fyúgativ	'fugitive'	kip aan	'keep on, continue'
bára	'borrow'		
chruu	'through'	adáp	'adopt'
rool	'role'	ton	'turn'
pródok	'product'	kanchríbyuut	'contribute'

Garífuna is the word in Carib that the Carib people use to refer to themselves and their language. They also prefer that others use it instead of the word 'Carib'.

The word milpa comes from Spanish and means either 'corn plant' or 'corn field' as opposed to maíz which means 'corn grain'.

Activities:

1. Listen to the teacher read the narrative, then summarize it in your own words.
2. Discuss the various ethnic groups of Belize. Take a look at the pictures of different peoples in the Atlas of Belize.
3. Write your own translation - in Creole - of the proverb below.

Praváb:

Yu sliip wid daag, yu wan kech i flii.

Míinin:

Sóplimenchri Náarativ:

Den ga foo gruup a Máya Índian íina Bilíiz: Yúkatek íina di naat, Itzá (lóokali 'Moopán') íina di we sénchral éerya an Moopán an Kéchi íina di sout. Di Yúkatek, Moopán an Itzá taak chrii lángwij we símila tu iich áda an den káina andatán iich ada. Bot di Kéchi lángwij moo dífrant fan di áda chrii. Aal a di Máya da Bilíiz práktis sobsístens fáamin di groo 'milpa', biinz an kwash an di reez hag an foul. Moos, ef no aal, a di Máya da Bilíiz tudé den da no néetiv, bot ráda den kom no tu lang da bak di saach fi nyuu lan fi faam an fi shélta fram polítikal an ikonómik opréshan íina Mexico an Guatemala.

Di Mestíizo íina di naat an sénchral ríijan den kom fi shélta fram Mexico an Guatemala tu, spéshali íina di láta haaf a di naintíint sénchri.

Di Garífuna ar Kyárib den mi bigín kom da Bilíiz íina di ŕli éetiin hónjrid wen den mi di setl pan di koosláin a Honjúuras, Guatemala, and Bilíiz fan di áilan a Rotáan íina di Golf a Honjúuras. Di Brítish mi bring sévral touzn a den da Rotáan fan Sin Vínsent Áilan íina di Lésa Ántiliiz we den mi di fait Brítish an French konchróol fi yaaz. Íiina den kóstom an lángwij di Garífuna den da móosli Árawak. Árawak Índian fan Sout Amérika mi fos setl di Lèsa Ántiliiz, bot den mi ge reed aafm bai Kyárib Índian, we da mi fan Sout Amérika tu. Íina rees di Garífuna den da móosli Áfrikan fan rek sleevshíp we mi setl pan Sin Vínsent Áilan, an léeta fan fyújativ sleev we mi doz kip di setl de. Dénya pipl adáp di lángwij an kólcha a di Árawak we mi don de pan di áilan. Di Garífuna lángwij da stil ríili Árawak doo i mi bára wod fram French, Spanish, an Inglish, no fi ménshan se i ga plénti Kyárib Índian wod we yuuz óonli bai man. Moos Garífuna mek den lívin di fishn an faam, bot den gud íina tíichin an laa tu.

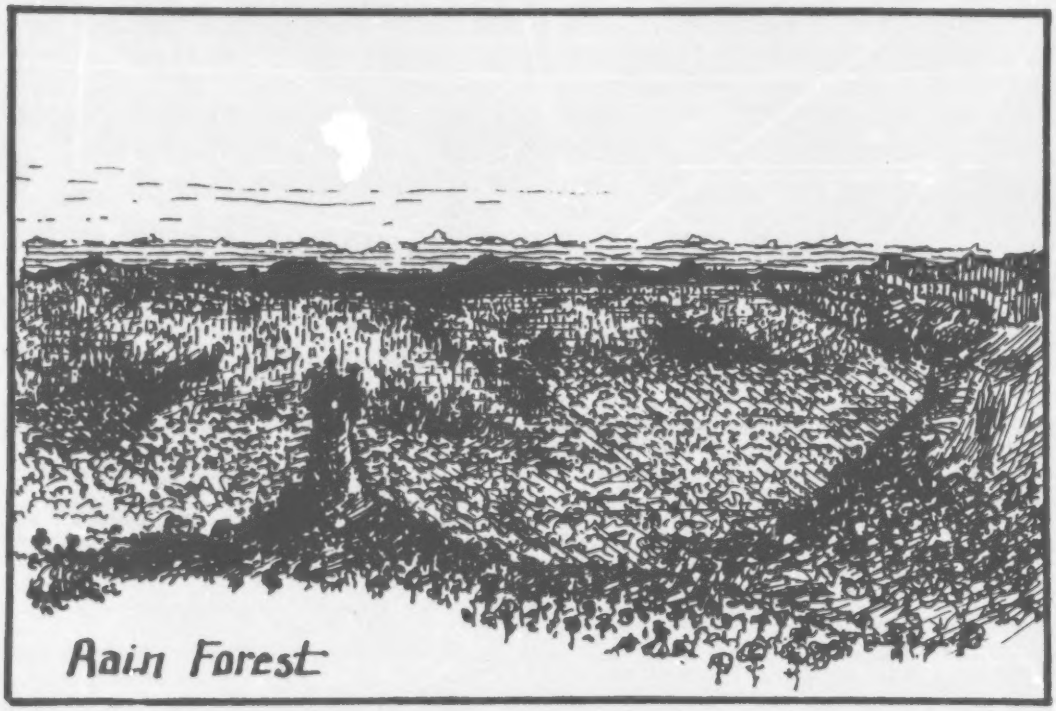
Íiina di laas haaf a di naintíint sénchri den mi bring Chainí an Iis Índian léebara da Bilíiz. Rong di ton a di sénchri Árab fan Syria an Lebanon kom. Dénya gruup, néva big íina nómba, bot plee wan impóotant rool íina di bízniz wol. Wan smaal nomba a pipl fram som Yuuropían kónchri an Wes Índian áilan mi kom tu.

Jos ríisentli íina 1958 bou foo touzn Míninaits kom da Bilíiz. Dénya pipl mi kom oríjinali fram Jérmani chruu Canado, di U.S.A., an Mexico. Iibm doo den ten fi kip tu densélf, den di kanchríbyuut tu di ikónomi wid den déeri an faam pródoks.

ECONOMY

Lesson Thirty-Seven

Objective: to become generally familiar with the economy of Belize.



Activities:

1. Take turns reading the narrative aloud. Those who are listening should interrupt with questions.

2. Take out the Atlas of Belize and look at pages 16-17. Then discuss the economy. Become especially familiar with the area in which you will be stationed.

IKÓNOMI

Lesn Tóti Sebm

Béesik Náarativ:

Di ikónomi a Bilíiz mi bees chradíshanali pan di ékspoot a wan méeja pródoks. Fram di semtíint séchnri tu di 1940z de méeja pródoks da mi lómba, méenli mahágani, lagwúd, síida an pain. Az di meen káina wok, lómba lef i maak pan di sosáyati íina wan láta wee, fram provàid di matíiral we di hous den bil óuta, tu di sétlment pátan a di hool kónchri.

Tudé, chrii meen ékspoot krap de: shúga, síchros fruut, an fish. Shúga ge impóotant íina di Bilíizian ikónomi fram di 1960z. Den ga tuu shúga fákchri, wan íina di Korozáal díschrik an di ada íina di Aríinj Waak díschrik. Di keen fáama den oon di lan an dilíva den krap da di fákchri.

Síchros fruut da mi di méeja kyash krap íina di Stan Krik Díscrik til wan fyuu yaaz da bak; juus kánsenchreet fram aríinj an greepfrúut da mi di meen ékspoot áitem. Houéva, di banáana indóschri di ge moo an moo estáblish.

Di ikonómik meenstée áafa di koos da siifúud, spéshali lábsta an konks we de pan di riif. Túrizm áalso di bikóm wan meen indóschri pan di kii den tu. No tu lang den mi wóri se di soplái a lábsta an konks mi di go dong séeka tumóch ékspoot. Dis da wan práblem we afék aal Bilíiz ékspoot pródoks. Den néva gi nof aténshan fi kansavéeshan a di ékspoot pródoks ar fi si den kip an op.

Nyuu Wod:

bees	'base(d)'	lómba	'lumber'
ékspoot	'export'	síida	'cedar'
méeja	'major'	matíirial	'material'
pátan	'pattern'	síchros	'citrus'
juus	'juice'	krap	'crop'
áitem	'item'	fákchri	'factory'
kánsenchreet	'concentrate'	indóschri	'industry'
meenstée	'mainstay'	kansavéeshan	'conversation'
pródoks	'product(s)'	kyash	'cash'

Activities:

1. Read the narrative.
2. Write a similar essay about petty capitalism in your own home town.
3. Translate the proverbs literally, and then discuss their meaning with the teacher. Fill in the space with what you come up with.

Proverbs:

Sóplimenchri Náarativ:

Mek wi tek wan luk pan di smaal bízniz den da Bilíiz. Pan di schriit yu ku si 'stan' we da lii buut wid wan kóngta we ga som lii bit a shelf wid gróosri an fruut di fees out. Den áalso ga jénaral stoor we gatíin gróosri, haadwéa an klaat. Yúujali no tu faar we wan baar de we yu ku bai jrink an lisn tu myúuzik. Yu mait si sombadí di raid dong di schriit pan wan baisíkl kyaat we kúda bii íida di aiskríim man ar fruut vénda di sel i síiznal fruut laik mángo an aríinj. Di bolíido shap den oopm da máanin fi sel tíkit fi di déeli láchri, bot yu ku áalso ge yu tíkit fan áda pipl laik den wan ménshan da tap.

Áda wok sénta rong di chreedpípl an den lii bízniz. Den da di mekyánik, téela, báaba, heajrésa, an síimchris den. Dénde da smaal néebahud bízniz; fi egzámpl, di mekyánik mait du moos a i wok íina i yaad ar pan di schriit, an di síimchris mait du an hoom, wais di téela, báaba, an heajrésa yúujali ga den oon lii shap.

Nyuu Wod:

stoor	'store'	báaba	'barber'
shap	'shop'	mekyánik	'mechanic'
bízniz	'business'	téela	'tailor'
kóngta	'counter'	síimchris	'seamstress'
gróosri	'grocery'	heajrésa	'hairdresser'
haadwéa	'hardware'	bolíido	' "boledo": lottery ticket'
kyaat	'cart'		
baisíkl	'bicycle'		

Praváb:

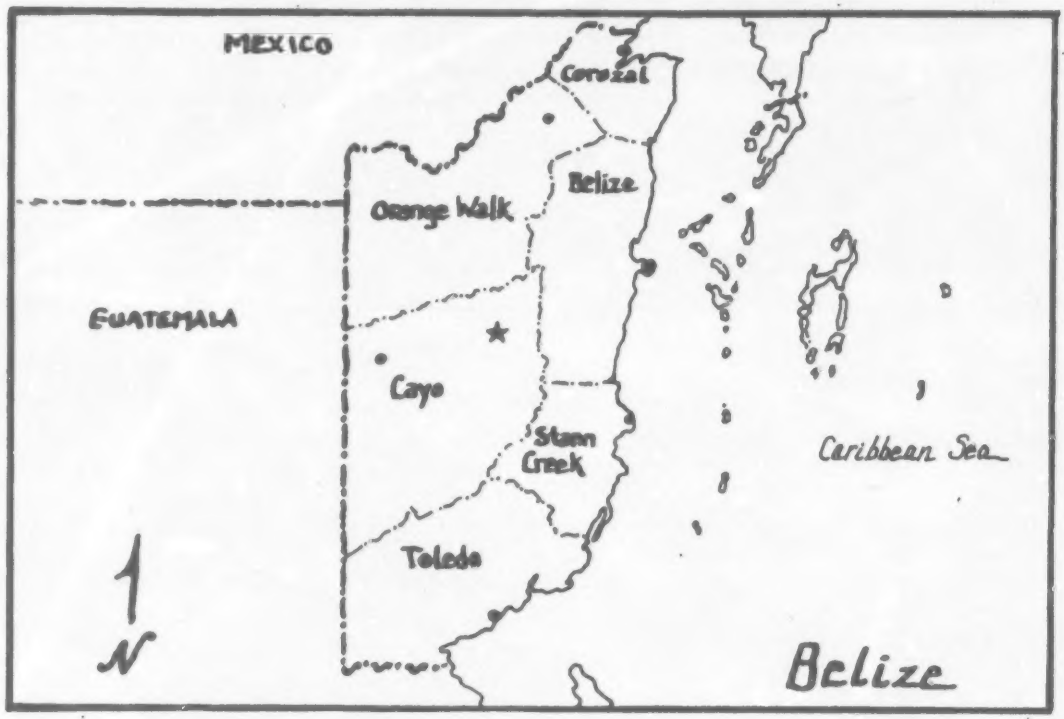
Fatn kakróoch fi foul pik.

Ef i se da no hin, da hin; ef i se da hin, da no hin.

THE DISTRICTS OF BELIZE

Lesson Thirty-Eight

Objective: to become familiar with the districts of Belize and some of their important features.



Activities:

1. Listen to the instructor read the narrative. Follow the narration with the map. Then take turns re-telling it district by district.

2. Pick up the Atlas of Belize. Study the maps, especially the one on p. 15. Ask and answer the following questions and make up others for further question and answer practice.

   Da we da di díschrik kyápital a _____?
   Da we da di kyápital a Bilíiz an we díschrik i de íina.
   Da we tong ga di moos pipl da Bilíiz?
   Da we tong da di moos impóotant fi bízniz?

DI DÍSCHRIK A BILÍIZ

Lesn Tóti Eet

Béesik Náarativ:

Siks díschrik de íina Bilíiz. Fram naat tu sout den da Korozáal, Aríinj Waak, Bilíiz, Káayo, Stan Krik, an Tolíido. Den saav az sobdivízhan fi adminischréetiv, judíshal, an lejisléetiv pŕpos. Iich a di díschrik ga wan kyápital tong we saav az di hedkwáataz fi di ting den da tap an fi di sénta fi kómrs, ejukéeshan an rilíjan.

Di náadan díschrik den, Korożáal an Aríinj Waak, papyuléet móosli wid Mestíizo an Yúkatek Máya we kom da Bilíiz áfta di Kaas Waa íina Yúkatan bou wan hónjrid yaaz abák. Di Bilíiz an Káayo díschrik den ga móosli Kriól we fan taim laik wok íina chreed an di sivl sáavis az wel az íina di lómba, chíikle, an laivsták indóschri.

Di Tolíido an Stan Krik díschrik ga wan braad varáyati a papyuléeshan we inklúud di Garífuna, Máya, Kriól, diséndans a Jiméekan fáama, an Iiís Índian. No káman aidéntiti de we kot kraas aal a di dífran pipl íina dénya tuu díschrik. Iich a di gruup ga den oon rich híschri bot den ten fi kip tu densélf ráda dan miks wid di áda gruup den.

Nyuu Wod:

kyápital	'capital'	kómrs	'commerce'
hedkwáataz	'headquarters'	rilíjan	'religion'
sivl	'civil'	ejukéeshan	'education'
Kaas Waa	'Caste Wars'	papyuléet	'populate(d)'
varáyati	'variety'	chreed	'trade'

Hidden Valley Falls

Activities:

1. Read the narrative and discuss it.
2. Write a short essay on the district where you will be stationed.
3. Using the information presented so far and the Atlas of Belize, make up an "exam" in Creole on Belize. Exchange exams and write out your answers.

Proverbs:

Little hachet fells a big tree.

Meaning: Size is no measure of strength.

A hand napkin turns to a table cloth.

Meaning: What is of little importance today may be of great importance tomorrow. -- A sneer at those who rise socially and forget where they came from.

Sóplimenchri Náarativ:

Di Korozáai díschrik projúus móosli shúga. I da mósi di wan díschrik we pen óonli pan wan pródok. Shúga prodókshan áalso impóotant íina Aríinj Waak díschrik; bot den ga lómba, kyatl an milk pródoks tu, az wel az boot sobsístens an máakit fáamin.

Bilíiz Síti, di meen poot an di láajis komŕshal sénta a di kónchri, oovashádo di Bilíiz díschrik. Di pródoks a di vílij den kloos tu it da véjitabl, fruut an fish fi di Bilíiz Síti máakit. Di láajis komŕshal rais fáamin de íina dis díschrik. Íina di Káayo díschrik, di lómba an chíikle indóschri impóotant, bot no laik hou den mi doz bii. Kyatl, tubáako, síchros fruut an sobsístens fáamin áalso impóotant. Di kyápital a di kónchri, Belmopán, de íina di Káayo díschrik.

Di sódan díschrik, Stan Krik an Tolíido, da di liis divélop paat a di kónchri. Den groo síchros fruut an banáana íina Stan Krik. Tolíido da mósi di wan díschrik we den groo nof fuud fu fiid densélf. Rais an 'milpa' da di meen krap. Nof fuud yúujali de so dat den ga wan lii bit lef óova fi smaal skeel máakit.

Nyuu Wod:

projúus	'produce'	sódan	'southern'
komŕshal	'commercial'	chíikle	'chicle, gum'
fiid	'feed'	kyatl	'cattle'
skeel	'scale'	faal	'fall, fell'
		chrii	'tree'

Praváb:

Lii háchit faal big chrii.

Han napkin ton teebl klaat.

THE GOVERNMENT AND THE LAW

Lesson Thirty-Nine

Objective: to get a general idea about the governmental structure and the law in Belize.

Nyuu Wod:

yunáitid	'united'	mínista	'minister'
kontés	'contest'	Priméa	'Premier'
sítizn	'citizen'	áafisa	'officer'
ilék	'elect'	sénit	'senate'
kongsl	'council'	góvna	'governor'
bood	'board'	chráyal	'trial'
kyabinét	'cabinet'	sóspek	'suspect'
disíshan	'decision'	laisn	'license'
aaganáiz	'organize'	atáriti	'authority'
laa	'law'	prosíija	'procedure'
kansís	'consist'	arés	'arrest'
koot	'court'	chaaj	'charge'
aréenj	'arrange'	spoot	'sport
jóstis	'justice'	apáint	'appoint'
joj	'judge'	chruu	'through'
ilekchrísiti	'electricity'		
kalék	'collect'		

Activities:

1. Listen to the instructor read the essay, then read it yourself and study the new words.
2. Discuss the organization of the government and political parties.
3. Make a list of the various ministries putting in the names of each of the ministers. Discuss the function of each ministry.

General elections can be called at any time with one month's notice by the party in power, as in Britain. And if the Government is defeated on a major vote, it normally resigns and calls elections. So, five years is the maximum period between general elections.

DI GÓVAMENT AN DI LAA

Lesn Tóti Nain

Béesik Náarativ:

Den ga tuu polítikal páati, di Pipl Yunáitid Páati an di Yunáitid Demokrátik Páati, we kontés ilékshan fi di Bilíiz Síti Kongsl, Tong Bood íina di láaja tong den, an di sénchral góvament. Ilékshan fi di tong bood an Síti Kongsl de évri chrii yaaz, an jénaral ilékshan háfu de évri fai yaaz di liis. Jénaral ilékshan da fi éetiin reprizéntativ fan di díschrik den an fan di Bilíiz Síti divízhan den. Aal a den tugéda faam di Hous a Reprizéntativz we ilék di Priméa. Den áalso ga wan Sénit wid eet mémba den we di góvna lang wid di Priméa an líida a di opozíshan apáint. Den di Priméa pik i Kyabinét Mínista den fan di mémba den a di Hous an Sénit.

Di adminischréeshan a di vílij den da chruu di Díschrik Áafisa we rispánsibl tu di Mínista a Hoom Aféaz. Som rúral vílij ga vílij kongsl, bot dénya no mek disíshan fi polítikal fóngshan, den saav moo fi aaganáiz sóoshal fóngshan laik daans, spoot, an festíviti.

Pipl tink bou góvament íina chrii wee: laa, póblik sáavis, an tax koléshan.

Di laa konsís a di políis an di koot. Di políis arés pipl we den tink brok di laa an aréenj fi den chráyal. Di koot da di áafis a di Chiif Jóstis an di Dairékta a Póblik Prosikyúushan. Di fos wan disáid pan di chaaj fi put pan di sóspek an di neks wan ker out di chráyal prosíija.

Di áafis den we konchróol póblik sáavis da di Bilíiz Ilekchrísiti Bood, di Bilíiz Waatá Atáriti, an di Bilíiz Telikomyunikéeshan Atáriti.

Di Bilíiz Síti kongsl an di tong bood den íina di bígis tong den da di meen góvament bádi we kálek prápati tax an áda tax laik bízniz laisn. Den yuuz di tax fi pee síti empláyiiz an fáinans sáavis laik gyáabij kalékshan an schriit mantéenans.

Nyuu Wod:

kraim	'crime'	nyáaris	'nearest'
koot	'court'	inta-ákshan	'interaction'
májischreet	'magistrate'	líigal	'legal'
kees	'case'	prizn	'prison'
loo	'low'	jeel	'jail'
prizáid	'preside'	réejo	'radio'
siiros	'serious'	obzŕv	'observe'
sopríim	'supreme'	kanflik	'conflict'
júuri	'jury'	situéeshan	'situation'
komít	'commit'		

Activities:

1. Read the narrative and study the new words.
2. Discuss the Belizean legal system with the instructor; compare the Belizean and American systems.
3. Translate the proverbs, discuss them and then write in their meanings below.

Proverbs:

Sóplimenchri Náarativ:

Di adminischréeshan a laa an jóstis íina Bilíiz bees pan di Brítish sístem. Ef sombadí chaaj wid wan kraim, den háfu bring an fi chráyal íina koot frónta wan májischreet. Moos a di kees den chrai íina di Loo Koot. Moo síirios kraim chrai íina di Sopríim Koot bifóo wan joj an júuri. Wan láaya di de fi di diféns an wan fi di prasikyúushan.

Da íina di big tong an síti den, den hool koot an ga chráyal. Den háfu bring den wan we du wan kraim íina di vílij den da di nyáaris díschrik tong fi chráyal.

Di áadinari sítizn fos laan bou di líigal sístem chruu di políis den. Íina di rúral vílij den spéshali, di políis da laa an áada. Den liv íina di políis stéeshan we, lang wid i príti yaad, mek an wan a di bes bíldin. Gens di áafis den ga di prizn sel wepáa di políis ku put den prízna. Di políis stéeshan iibm moo impóotant séeka di foon an réejo we da di óonli wee fi kaal out. Lan wid di tíicha an nrs, di políisman hool wan hai pozíshan íina di komyúuniti. Íina di tong den an di síti di políis den mantéen den pozíshan bai waak rong, obsŕv, an help yu wen yu íina wan jam, az wel az arés chrobl méeka.

Praváb:

Di háya monkí klaim di moo i aas ekspóoz tu déenja.

Kip yu aas íina lain wid yu hiil.

Plee wid popí, popí lik yu mout.

A no ga noo bluu shuuz.

Ébri dee debl help tiif, wan dee Gaad help wachmán.

Ébri fat foul ga den Sónde.

SOCIAL GATHERINGS AND HOLIDAYS

Lesson Forty

Objective: to become familiar with the major social events and holidays.

Nyuu Wod:

kip op	'hold (e.g. party)'	laaj	'large'
okéezhan	'occasion'	haal	'hall'
krísnin	'christening'	silék	'select'
brtdée	'birthday'	faam	'form'
grajuéeshan	'graduation'	week	'wake'
wedn	'wedding'	kála/kálo	'color'
márid	'married, to marry'	pŕpl	'purple'
fíneral	'funeral'	gree	'gray'
móonin	'mourning'	íinsaid	'indoors'
choch	'church'	shcreen	'strain'
him	'hymn'	stail	'style'
kangrachuléet	'congratulate'	noot	'note'
invitéeshan	'invitation'	sankí	'revivalist hymn'
kopl	'couple'		
toos	'toast'	selibréet	'celebrate'
		achráishan	'attraction'

Activities:

1. Practice reading the essay out loud in class. Work on your pronunciation of Creole. Study the new words.

2. Write a short essay on some kind of social gathering, either one you have been to in Belize or one at home.

SÓOSHAL GYÁDARIN AN HALIDÉE

Lesn Fáati

Béesik Náarativ:

Den ga sévral paint íina Kriól laif saikl we maak bai big selabréeshan. Di wan den we moos impóotant da krísnin, brtdée, grajuéeshan fram hai skuul, wedn, an fínaral. Dénya okéezhan den da di seem íina som ting. Den yúujali kip den op íina wan big hous ar den rent wan haal, an den da taim fi miit fren an fáamli íina wan infáamal wee we den ku shéa myúuzik, fuud, an jrink. Yúujali, den kip op júurin di wiikén, spéshali pan Sátide nait an Sónde íivnin. Fi di moo fáamal ting den, laik wedn, den sen invitéeshan tu huu den waan kom. Dénya ting ga wan karék wee fi jres fa. Fi wedn an fínaral man wéa suut an úman wéa fáamal jres, bot fi fínaral di kálo ku óonli bii wait, blak, prpl ar gree. Fi di áda wan den di klooz no so jres op an pen móosli pan di moo jrési an léetis stail fram Amérika.

Áfa di wedn sérimani íina wan choch, di wedn selibréeshan staat wen di márid kopl ge da di risépshan haal. Bifóo dis láta ting go aan an láta pipl di ron rong fi ge wan gud plees fi mek den ku si di kopl. Ébribadi ge káina síirios laik wen di braid an gruum sidóng íina di haal. Den ga som spiich an toos an den den staat jrink an daans. Di braid an gruum da di sénta a achrákshan az pipl go kangrachuléet den an adváiz den bou di chrobl den íina márid laif.

Fínaral week da wen gyádarin a fáamli an fren pan di nait wen di prsn paas we. I laas fi di hool nait an kip op íinsaid ar íina wan fens op paat a di yaad. I da móosli síngin a spéshal móonin choch him we song sad an da di seem ting óova an óova. Den kaal den 'sankí'. Fi iiz di schreen a kal di nait síngin den ga láta jrínkin.

Nyuu Wod:

fista	'Easter'	hóoli	'holy'
Krais	'Christ'	léeba	'labor
Krísmos	'Christmas'	náshnal	'national'
rilíjos	'religious'	áana	'honor'
asóosieet	'associate(d)'	sófa	'suffer'
seel	'sail'	hool	'whole'
seelbóot	'sailboat'	kloos	'close(d)'
togbóot	'tugboot'	biich	'beach'
laita boot/ láitaz	'a small cargo sailboat with no ballast'	háaba	'harbor'
		boot	'boat'
dóori	'dorey (a type of dugout canoe)'		

Activities:

1. Read the essay and study the new words.
2. Discuss Baron Bliss Day, Labor Day, National Day, and Garifuna Settlement Day, as well as the difference in celebration of Easter in Belize and the States.
3. Translate the proverbs literally, then discuss their meanings writing them in the space provided below.

Proverbs:

Sóplimenchri Náarativ:

Di meen halidée den íina Bilíiz da Nyuu Yaaz, Báron Blis Dee, Íista, Léeba Dee, Náshnal Dee, Kolómbos Dee, Garífuna Sétlment Dee, an Krísmos.

Nyuu Yaaz, Krísmos, an Íista da chradíshanal halidée, bot di wee den selibréet den cheenj lii bit fan hou i doz bii. Pan Krísmos an Nyuu Yaaz, fi egzámpl, den mi doz mek énibadi kom íina den hous fi injái di bram. Nou di selibréeshan moo práivit an di pipl den hafu noo yu fi mek den inváit yu íina den hous.

Íista stil kip áala i rilíjos impóotans. I maak di meen paint a di fáati dee den we Krais mi sófa chruu júurin Lent. Pan Gud Fráide, Hóoli Sátide an Íista Sónde di nómba a pipl íina choch mi doz bii mongs di hais fi di hool yéa. Den ga láta bilíif we ga fi du wid gud ar bad lok spéshali pan Gud Fráide. Pan Hóoli Sátide wan a di moos impóotant spóotin invént íina di kónchri tek plees. Dis da di kraas kónchri baisíkl rees fram Bilíiz Síti da San Ignacio an bak, we da óova 140 mail lang.

Báron Blis Dee selibréet pan naint a Maach fi áana Bilíiz bígis benifákta. Dis da di dee fi di háaba rigáta. Háaba rigáta mi doz bii seelbóot rees bot dénya dee aal káina boot rees --seelbóot, togbóot, laita boot, dóori, an spiid boot. Di rees den tek plees íina di sii bai Bilíiz Síti an di tong den pan di iisáid. Pipl yúujali go da kii, biich, an áda píknik grong pan dis dee, méebi mósi fi selibréet di en a kool wéda an di staat a wáama wéda tu.

Praváb:

Chikn méri haak pik an bifóo daak.

Wen kakróoch mek daans, i no inváit foul.

Áfta sáavis choch doo shet (ar: Áfta sáavis den wan kik yu íina yu aas).

EDUCATION

Lesson Forty-One

Objective: to get a general idea of the Belizean educational system.

Activities:

1. Listen to the teacher read the essay, then read it yourself perfecting your pronunciation.

2. Discuss the educational system. Find out what "Six Form Class" means. How does the word 'college' (kálij) differ in usage in Belize and the U.S.A.?

3. Describe the U.S. educational system to your instructor.

EDIKÉESHAN

Lesn Fáati Wan

Béesik Náarativ:

Da Bilíiz den ga chrii levl a edikéeshan - práimri, sékanderi, an poos-sékanderi.

Práimri edikéeshan da wan mos akáadn tu laa fi aal Bilíizian pikní fram siks tu fóotiin yaaz ool. Móosli ébri plees ga práimri skuul we yúujali mantéen bai góvament an di Krístian choch den. Iin Bilíiz Síti an som a di tong den, den di wóri se dat den no ga nof spees íina di skuul bíldin den fi áala di pikní den we de nou. Dis mek wan big práblem fu di góvament. Séeka we di choch den kyaan afóod fi bil skuul laik den doz du, den háfu pen pan góvament fi wan gud amónk a moní.

Den du sékanderi edikéeshan íina hai skuul an dírfran téknikal skuul íina di síti an tong den. Op tu tóti yaaz da bak den mi ron móosli bai di choch den, bot nou di góvament di tek aan moos a di rispansabíliti kaaz di choch kyaan kip op wid an nómo.

Poos-sékanderi skuul da di liis divélop íina Bilíiz. Rait nou poos-sékanderi skuul den da siks faam, tíichaz kálij an ékschra múural. Áfa dis den ku go da di Yunivŕsiti a di Wes Índiiz. Moos Bilíizian we di ge yunivŕsiti edikéeshan go de. Di Bilíiz Yunivŕsiti Sénta, we spónsa bai di Yunivŕsiti a di Wes Índiiz da di sénta fi yunivŕsiti ting den. Di meen wan a dénde da di inchrodókchri kálij koos den we den gi da íivnin.

Nyuu Wod:

práimri	'primary'	skuul	'school'
nof	'enough'	mos	'a must, obligation'
bes	'best'		
sopóot	'support'	inschrókshan	'instruction'
koos	'course'	inschrók	'instruct'
klaas	'class'	edikéeshan/ ejukéeshan	'education'
kálij	'college, high school'	tiich	'teach'
edikéet/ ejukéet	'educate'	laan	'learn, teach'

Activities:

1. Read the narrative, study the new words, and work on your pronunciation.

2. Discuss why you think Belize has a higher literacy rate than most other Caribbean and Latin American countries.

3. Use the space above to collect additional items associated with schools and teaching, such as 'discipline', 'homework', and 'teaching'.

Suggestions for Use:

Visit the local library; check it out. See what's available.

Proverbs:

Common sense is better than education.

I am bowing and can't recite.

Meaning: I don't know where to begin.

Sóplimenchri Náarativ:

Bilíiz ga wan a di háyis líterasi reet íina di Karíbian an Látin Amérikan kónchri den. Den ga sévral ting we ku akónk fi dis, an i wúda inchréstin fi kompéa den wid di seem ting den íina dénde kónchri.

Di náshanal láibri sístem ríili ga wan paat di promóot riidn íina Bilíiz. Den ga branch láibri íina aal di síti an tong den seem laik íina sévral vílij. Íina Bilíiz Síti, di láibri den no óonli saav fi paas rong buk an provàid réfrens soos bot áalso fi inkórij ébribadi fi laan an shéa den aidéa tu. Tuu wee den yuuz fi du dat da chruu buk klob an dibéetin sosáyati fi yong pipl.

Íina di rúral éerya di branch láibri den de íina di skuul. Di paa-táim laibrérian yúujali da wan skuul tíicha we put said som ówaz ébri wiik fi wok íina di láibri.

Di Chiif Laibrérian chrai kip infaméeshan di paas mongs aal a di laibrérian den. Di meen wee fi du dis da chruu di ányual láibri kanvénshan íina Bilíiz Síti.

Nyuu Wod:

láibri	'library'	paas rong	'pass around'
laibrérian	'librarian'	aidéa	'idea'
buk	'book'	infaméeshan	'information'
réfrens	'reference'	inchréstin	'interesting'
dibéetin	'debating	kompéa	'compare'
shéa	'share'	riidn	'reading'
riid	'read'	raitn	'writing'
rait	'write'		

Praváb:

Káman sens béta dan edikéeshan.

A di bou an kyaan risáit.

GPO 863 006